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ABSTRACT

These materials were prepared by a project that developed and used a computer-assisted comprehensive life skills curriculum partly based on an existing life skills program, "Everyday Basic Skills," and added new modules in civics and legislative legal issues relevant to Pennsylvania. An 18-page final report is followed by a curriculum outline and bibliography. An Introduction to Computer Assisted Everyday Basic Skills Modules contains an introduction, information on student interests and capabilities assessment, information on computer literacy, and a brief overview of the modules. A technical glossary is appended. A student handbook contains an introductory computer literacy module and materials and exercises for the modules. Lesson plans are provided for the following modules: basic skills, everyday math, everyday English, everyday social skills, everyday reasoning skills, employability skills, life skills, teen parent life skills, first step (literacy level life skills--home and family, consumer issues, personal development), sex equity and nontraditional occupations, civics--local government, laws, and legal issues, and step up (advanced computer-enhanced basic skills--advanced level math, advanced level English, vocabulary for post-high school education and technical employment, and financing/testing concerns). The format for each lesson plan is as follows: skill, assessment, materials list, and teaching strategy and techniques. (YLB)

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ED 373 168

# Computer Assisted Everyday Basic Skills

## Final Report

by

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Carol Molek, Project Director

92-93

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98-3030 - $18,900

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We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude for PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Computer Assisted Everyday Basic Skills" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

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## Abstract

**Title:** Computer Assisted Everyday Basic Skills
**Director:** Carol Molek
**Address:** TIU Adult Education and Job Training Center
3 Monument Square Suite 103
Lewistown PA 17044

**Phone Number:** (717)248-4942
Federal Funding: $18,900

**Duration of Project:**
From: 7/1/92 To: 6/30/93 Number of Months: 12

**Description:**

This project's goal was to develop and utilize a computer-assisted comprehensive life skills curriculum partly based upon an existing life skills program "Everyday Basic Skills" and adding new modules. Computer software was developed in civics, and laws and legal issues relevant to Pennsylvania. A peer trainer program enabled students to help other students.This experience increased self esteem for the trainer. Additional literacy level modules and advanced post GED modules expanded the program for further advancement of our students. By addressing these needs we are empowering our students to meet challenges and overcome many of the barriers they face everyday. The computer component captured the students' interest and expanded attention spans of even the most restless student.

**Objectives:**

-to research and develop a comprehensive interactive computer-assisted curriculum that consists of:

1) Life and basic skills for literacy and ABE participants of low and average reading/math skills to develop coping skills for personal, home and work issues.

2) Enhanced level curriculum for ABE/GED participants seeking post high school training or technical employment.

- to develop specific computer software for civics and law/legal issues relevant to Pennsylvania

-to utilize the curriculum with at least 15 students.

-to train two student assistants to act as peer trainers for computer skills.

-to disseminate the above curriculum statewide.

**Target Audience:**

The target group were the students from our ABE programs functioning at high literacy through GED. The curriculum is transferable across the state for use by others who serve similar clientele. Within the project year 34 students made use of the curriculum.

**Product:**

A curriculum and a final report.

**Method of Evaluation:**

Successful evaluation is based on:
Production of the comprehensive curriculum.
Using the curriculum with 34 ABE students and documenting the results of usage.
Disseminating the product.

**Findings:**

Computer assisted curriculum and software was developed. Two students became peer trainers. Curriculum was utilized with 34 participants recruited from our programs.

**Conclusions:**

Through the use of easy-to-operate computers, students' interest in education was revitalized. An introduction of computer knowledge, a critical need in today's world, was successfully achieved. Self-paced computer-assisted lessons enabled slower students to achieve mastery of critical material.

## Final Report - Computer Assisted Basic Skills

### Introduction

"Computer Assisted Everyday Basic Skills" addressed priority B-3 curricula (plans for structured instruction) designed for regional or statewide impact. Our goal in this project was to develop a computer assisted comprehensive life skills curriculum using stand alone modules for literacy and ABE level individuals with an emphasis on the basic skills needed to meet everyday survival needs. This project builds upon an existing life skills program "Everyday Basic Skills" by adding a new dimension of computer assistance. The previous basic skills program, a 1992-93 353 project contained teacher lesson plans developed for eight modules: Basic Skills; Everyday Math; Everyday English; Everyday Social Skills; Everyday Reasoning Skills; Employability Skills; Life Skills and Teen Parenting Life Skills. Handouts and recommended texts were included. This program was redesigned to include computer assisted instruction in each module, plus adding a new Computer Literacy module to train students to use computers. Computer software for civics on the local government level and laws/legal issues specific to Pennsylvania was developed. The software is only accessible on Macintosh computers containing the commercial software program Hypercard. Apple computer is shipping computers with this program already installed on hard disk drives, therefore, this program was thought to be readily accessible. New modules were added: First Step-Literacy Level Everyday Skills; Non-Traditional Occupations; Civics - on the Local Government Level; Laws and Legal Issues; and Step Up - Post GED preparation for additional training. The new modules contain recommended texts and software, student handouts and detailed teacher lesson plans.

The need for this curriculum to be established and implemented was very obvious. There are many students who come to us possessing varying levels of knowledge and desiring to be integrated into a regular classroom situation. For some students, remediation is needed to bring them up to the level of the class. Other students are beyond the current level of the class but need to brush up on some of the basic knowledge skills and quickly move on. Computer-enhanced basic skills acts as an "equalizer" providing remediation opportunities as well as enrichment opportunities for participants.

Using the computer-assisted instruction, the students learned at a self-paced rate. A curriculum matrix guide aided the instructor in the development of an individualized student program of instruction. The instructor easily merged information normally presented in class with computer-assisted instruction at a level appropriate for the student. Three levels of curriculum accommodated students with reading levels under grade 4, those reading at a mid level of 5-8, and the GED level of math and English suitable for those students moving into advanced training or technical employment. Students using computer-assisted training received positive feedback and enjoyed the change of pace from pencil and paper, classroom-oriented learning.

The curriculum format included: the skill being taught, assessment of skill development, materials recommended, teaching strategy and techniques. Each individual module lesson plan was cross referenced to the appropriate student handout, suggested texts and computer software. An increase of funding during the project allowed for additional acquisition of software as a complement to the activities and worksheets provided in each module.

The "Everyday Basic Skills" curriculum previously developed as a 1992-93 353 project, was expanded to include a computer component which provided increased flexibility. Additional modules incorporating books, videos, handouts and computer software were added. Detailed information on the modules are described in item 1 in the appendices.

The project director was Carol Molek. Ms. Molek directs programs at the TIU Adult Education and Job Training Center. Ms. Molek has over nine years experience coordinating adult programs for the Intermediate Unit and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited program participants and reported to and communicated with the Department.

Curriculum developer for the project was Dr. Barbara A. Woodruff. Dr. Woodruff has 15 years experience in adult education and curriculum development. Instructor for life skills was Penny Willard. Ms. Willard has been training adult basic education students and SPOC clients in life skills for four years.

The audience benefiting most from this project are adult basic education students functioning at the high literacy through GED level. These students were recruited from our ABE programs and were referrals from other service providers and social service agencies.

The audience for this report are ABE administrators and instructors who feel their program needs more intensified computer assisted basic skills training.

"Computer Assisted Everyday Basic Skills" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9 school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321/322 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty-seven 310/353 special projects.

"Computer Assisted Everyday Basic Skills" was based at the TIU Adult Education and Job Training Center in Lewistown. The Adult Center is the home of a wide variety of adult education programs meeting the needs of adults in Juniata and Mifflin Counties. February '93 marked the Adult Center's 9th year of successful operation.

## Statement of Problem

"Computer Assisted Basic Skills" represents a continuing natural evolution of our adult basic education programming. As we have progressed through our years of service we found that integration of students with varying levels of knowledge into a regular classroom situation poses problems both for the students and instructors. Blending remediation for some students to bring them up to the level of the class along with rapid review of basic knowledge skills for other students who want to quickly move on to other subjects is difficult. A self-paced curriculum was needed to allow students to work at their own pace. Instructors wanted a flexible curriculum which would enable them to develop an individualized program of instruction which would better meet the need of students. Class instruction needed to be combined with opportunities for additional exercises designed to strengthen the student's understanding of the lessons. Instructors wanted a non-threatening method of instruction for subjects of a sensitive nature such as parenting and household budget management. Some students, especially some learning disabled adults, need to work alone or in an atmosphere that reduces the sense of failure they may have acquired in previous unsuccessful learning experiences. The curriculum needed to be flexible in order to incorporate this situation. In addition, the wide range of skills and abilities found in the average adult classroom presented a continuing challenge for instructors.

## Goals and Objectives

The goal of "Computer Assisted Everyday Basic Skills" was to develop a computer-assisted comprehensive life skills curriculum using stand alone modules building upon "Everyday Basic Skills " previously developed at this location. An additional goal was to develop a new dimension of computer assistance and incorporate new materials in civics, laws and legal issues, non-traditional occupations and additional post GED preparation.

**Objectives for the project were:**

1) -to research and develop a comprehensive interactive computer-assisted curriculum that consists of:

   a) Life and basic skills for literacy and ABE participants incorporating low and average reading/math skills as a means of developing coping skills for personal, home and work issues.

   b) Enhanced level curriculum for ABE/GED participants seeking post high school training or technical employment.

2) - to develop specific computer software for civics and law/legal issues relevant to Pennsylvania, and specific software for non-traditional occupations for interactive use by ABE participants.

3) -to utilize the curriculum with at least 15 students during the project year.

4) -to train two student assistants to act as peer trainers for computer skills.

4) -to disseminate the above curriculum statewide.

## Procedures

Throughout the program year, interested participants have been enrolled in this program. The general design of "Computer Enhanced Basic Skills" is in five stages. Time frame for all project activities follows:

1. July, August, September '92 - reviewing commercially produced life coping materials and computer software and producing annotated bibliography.

2. September, October, December '92 - developing exercises, activities and completing curriculum.

3. January-June '93 - developing specific software and using curriculum with 15 students.

4. May '93 - revising curriculum based on usage to date.

5. June'93 - final curriculum and report. Dissemination.

Methods in the project included researching other work done in this area and reviewing commercially produced materials; developing activities and exercises that come under the framework of the project. Instruction methods involved individual and small group work with 34 participants who initially made use of the curriculum.

## Results

**1) -to research and develop a comprehensive interactive computer-assisted curriculum that consists of:**

**a) Life and basic skills for literacy and ABE participants incorporating low and average reading/math skills as a means of developing coping skills for personal, home and work issues.**

**b) Enhanced level curriculum for ABE/GED participants seeking post high school training or technical employment.**

Project personnel examined and evaluated a wide range of commercially produced life skill texts and computer software materials which would complement our existing life skills resources. Using the "Everyday Basic Skills," a curriculum developed last year, a new computer component provided increased flexibility. The additional modules [civics, laws and legal issues, non-traditional occupations, literacy level basic skills, and enhanced post GED level materials] incorporated books, videos, handouts and computer software. An annotated bibliography was developed and incorporated into the curriculum. Design of the framework of the curriculum including exercises, activities and development of specific computer software was done by our staff. The curriculum and computer software was supplemented with the excellent resources available at our location. Content outline of curriculum is attached in appendix item 1.

**2) - to develop specific computer software for civics and law/legal issues relevant to Pennsylvania, and software for non-traditional occupations for interactive use by ABE participants.**

Computer software for civics on the local government level and law/legal issues specific to Pennsylvania was developed by Dr. Woodruff. The software is only accessible on Macintosh computers containing the commercial software program "Hypercard. This software program allows easy accessibility of indepth civics and law/legal issues material for interactive use by students.

**3) to utilize the curriculum with at least 15 students during the project year.**

We used the curriculum with 34 participants who were functioning at the high literacy level through GED. These students were recruited from our ABE programs and were referrals from other service providers and social service agencies. As was anticipated, most of the participants were women between the ages of 25 and 45 with children. We are very fortunate in our community that agencies work cooperatively in order to help meet our mutual clients' needs. For a variety of reasons we are finding more and more of our clients with serious deficiencies in basic life skills. Since we have had waiting lists for any life skills training offered in the past, recruitment was not a problem. In addition, the computer component served as an enhancement to the self esteem of the students participating. We chose to serve as many students in-house as possible due to the great need and because the computers were accessible there.

A discrepancy from our planned schedule to the actual delivery of services was that students were enrolled for 12 months instead of the planned 6 months. We enrolled and worked with students beginning in

July using the "Everyday Basic Skills" curriculum and added the new modules and computer components as they became available. Completion of the specific civics computer software was delayed when the agency moved to larger quarters. This did not affect the quality of the curriculum since other written civics materials had been developed and were being used.

**4) to train two student assistants to act as peer trainers for computer skills.**

Two student peer trainers assisted in computer operation for students. This enabled an instructor to handle other computer duties as well as providing more hands-on assistance for students. The peer trainer assisted those students for whom computer training required greater personal attention in order to ensure a successful experience. In addition, the peer trainers benefited from the opportunity to enhance self esteem through this leadership role.

## Evaluation

"Computer-Assisted Everyday Basic Skills met and exceeded all its goals. This successful evaluation is based on:

- The production of a comprehensive curriculum including exercises, software, activities and bibliography developed by project personnel.
- Utilization of the above curriculum with 34 literacy or ABE level participants which represents a substantial increase over the planned 15 participants. Over 1,225 hours were spent on this program by participants.
- Dissemination of the final report and product.

## Dissemination

The dissemination of the above curriculum and the results of its usage as documented in this final report will be made available to other practitioners in the state.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

## Conclusions /Recommendations

Content of the curriculum areas addressed follows as an attachment. In each area basic skills needed to achieve competency were stressed. For example, we taught reading of instructions on items to be used in home management and child care, critical reading of advertising materials to see the real picture, and math skills for consumer use in comparison shopping. Through the use of easy-to-operate computers students' interest in education was revitalized and an introduction of computer knowledge, a critical need in today's world, was successfully achieved.

The self-paced remediation and enrichment opportunities contained in "Computer Enhanced Basic Skills" serves to level out the inequalities of the adult classroom. The computer component has captured the attention of students and increased the attention span of many participants. Students were reluctant to take breaks, desiring instead to "just let me finish this section." Often, students requested additional time on the computers beyond class time. Self esteem increased as students developed mastery of computer operation. And one student remarked, "My children use computers in school, but I could never understand what they were doing on the computer. Now I can talk with them about the computer I use. This makes me feel good."

Our experience this year in developing and implementing "Computer Assisted Basic Skills" has enabled more successful integration of students with wider divergency of skills into one classroom. These students developed increased self esteem. One student who had been a long term student, really began to develop a sense of self confidence as a result of her participation in aiding students in using the computer. This self-confidence aided her in obtaining the job she now holds. Some students, especially some adults who were diagnosed as learning disabled needed to work alone, or in an atmosphere that reduced the sense of failure they had acquired in previous unsuccessful learning experiences. For these students, computer instruction allowed remediation of selected weak areas prior to inclusion in regular classroom activities. In one case, a student was awaiting assignment into a literacy program. He was reading on a 2nd grade level and could not be incorporated into regular classroom activities without upsetting the normal work routine for the class or doing emotional damage to the student who was ashamed of his low reading level. Computer software enabled the student to work on vocabulary at the second grade level for several class periods while his inclusion into the literacy program was progressing. In addition, this student learned computer skills which greatly aided his sense of self esteem.

Observation of students using the handouts and computer software showed an increase in attention, greater time spent on lessons, and improved understanding of material covered in class. Additionally, students showed improved self esteem.

It is our recommendation that additional Macintosh computers be purchased so students will not have to wait in line to use the computer. The increased numbers of students has resulted in time restrictions on computer use. This unfairly penalizes the slower student who must relinquish the computer before the assignment is completed.

Compact disk drives should also be added to all student computers. This will enable students to use new encyclopedia software as well as numerous other sight and sound educational materials. These compact disks are less able to be damaged by student handling largely due to their construction. The compact disk also holds substantially more material per disk than other types of disks.

It is further recommended that additional ways of incorporating computers into the adult classroom be considered. One possibility is the use of computers for home-bound students who may be without transportation, especially in the more rural areas. This curriculum could be utilized with these students. A computer could be loaned, similar to a text book. The student could complete the assignments and return a small computer disk containing the lessons to the school via mail. A new lesson could be returned. This would enable students to work on their GED in counties where transportation may be limited or none existent.

**Appendix**

1. Curriculum Outline
2. Bibliography
3. "Computer-Assisted Everyday Basic Skills" Student Handouts
4. "Computer-Assisted Everyday Basic Skills" Teacher Lesson Plans

## I. FIRST STEP:

These are literacy level life skills. Computer instruction to enable the participants to use the computer independently is included in the introduction. This literacy level module includes classroom and computer instruction in the following areas:

### Module One: Home & Family

A. Baby care- indepth developmental rates of children, discipline, choosing day care and nutritional requirements of children.

B. House cleaning - how to clean easily and effectively by organizing the tasks.

C. Laundry - clothing separation, care of clothing, spot removal, and detergent selection for effective cleaning.

D. Health care - care of yourself, care of others to prevent illness and accident.How and why to follow the doctor's orders when taking medicine or other treatment.When to contact the doctor for illness or accidents. How to handle stress, as an individual and as a family.

### Module Two: Consumer Issues

This module includes developing decision-making skills in the following areas:

A. Fraud prevention - how to determine if you are being cheated.

B. Insurance forms and advertising on health and life insurance - reading for understanding.

C. Contracts - such as furniture, cars, rental leases - reading to understand consumer responsibilities.

D. Making buying decisions - how to decide whether or not to buy an item.

E. Loans - how to choose a lender, what to consider when deciding to borrow money. Definitions of collateral, simple interest, and how finance charges are calculated.

F. Reading advertising copy - learning critical reading skills to understand what is being promised in the advertisement.

G.Using a checking account. - how to use checks, money orders, and other methods of money transfer.

H. Buying decisions on clothing and food - learning to shop for bargains and good value.

### Module Three: Personal Development

Included in this module are areas dealing with the individual.

A. Self Esteem- feeling good about yourself.

B. Manners for everyday living - introducing people, dining table etiquette, setting a table for a meal, interpersonal relationships.

C. Vocabulary building - essential words for daily living done in a game format.

D. Kitchen math - learning to follow recipes and nutrition tips.

## II. COMPUTER ENHANCED BASIC SKILLS

### Module One: Computer Literacy.

This is an introduction to computers and includes software on how to type. Basic computer systems and their components are defined to give the student the technical vocabulary of the world of computers. Information on care of disks and basic computer operation is included.

### Module Two: Basic Skills.

Includes units on learning how to learn, information gathering, finding your learning style, study skills, building memory skills and test taking. Most of this module is computer-assisted, with some classroom interaction.

**Module Three: Everyday Math.**

Brush-up of basic math skills and introduction to the use of calculators are the units contained in this module. The computer software is occupation-specific depending upon selection by the instructor. Numbers skills includes addition, subtraction, multiplication, division of whole numbers, fractions and percentages. Scope of the math is intentionally limited to basic math skills.

**Module Four: Everyday English.**

Basic skills of vocabulary, speaking, listening and reading can be made occupation specific by the selection of software. Additional materials from workbooks are also included in this module. Communication skills in this module assist in preparation of applications and techniques for job interviews.

**Module Five: Everyday Social Skills.**

Three types of social skills commonly encountered in the work environment are the framework for this module. Units are: Initiating social skills, which included making telephone calls, asking for information and situations requiring the student to begin the interaction; Personal social skills, which includes cooperating with others, dependability, telling the truth, courteousness, responsibility and maintaining grooming; Responding social skills ,which includes following instructions, responding to peer pressure and responding to others. Interviewing skills are included. Hygiene and clothing selection, which can be extremely sensitive areas are handled using computer software which permits the student to learn with no loss of self esteem.

**Module Six: Everyday Reasoning Skills.**

This module emphasizes making estimates of time and money, classifying people, objects and information and locating and using information sources. These areas are essential for the future employee to use in deciding which task to do first, or how to determine how long a particular task may take to complete. Planning work goals and projects focuses on using the skills of time and money estimates and classification of people, objects, and information to develop useable workplace reasoning skills. Problem diagnosis and troubleshooting teaches the student to think through how equipment operates by observation and reading operators' handbooks to determine how to correct simple problems such as a photocopiers in need of paper or use of telephone equipment. Computer software can be occupation specific.

**Module Seven: Employability Skills.**

There are two units in this module: Job search issues and Job Retention. The first unit focuses on how to find job leads, preparation of resumes, filling out job applications and conducting oneself during an interview. Job retention deals with keeping a job by learning to function successfully in the job environment. Learning the various types of bosses, (ie. autocratic, democratic, etc.) and how to deal with problem co-workers can make the difference between job satisfaction and dissatisfaction. Software helps student to develop a resume and cover letter and boosts self management skills.

**Module Eight: Life Skills.**

There are three units in this module. The first, personal development, deals with issues related to the individual: for example appearance, self esteem, life goals, health and individual value systems. The second unit covers home life issues including budgeting, grocery shopping, living in an apartment, comparison shopping skills and parenting. Using a combination of computer software and classroom interaction, the student develops a greater coping ability with home life situations. The third unit concentrates on the work away from individual and home life, the world of work. Included in this unit is software on how to manage your own company. Some individuals may have a desire to start a business of his/her own. This unit helps the student to develop a business plan suitable to begin a business. Balancing self, home and work can be a difficult problem and emphasis is given to this area.

**Module Nine: Teen Parenting/Life Skills.**

This module is similar to module seven, except that more emphasis is placed on the parenting aspect. Topics are: Learning to live as a single parent, learning how to care for a child, how to discipline a child and the developmental states of various age children. First aid, and safety software encourages young parents to become aware of the special responsibilities of child care.

**Module Ten: Non-traditional Occupations.**

A. Sex Equity. Identifying sexual stereotyping. Recognizing our values and their origins.

B. Career exploration in non-traditional occupations. Topics include: What are non-traditional occupations and why are they important; defining the terms and explaining how to find additional information; how to apply for non-traditional jobs; and dealing with interpersonal relationships while holding a non-traditional job.

**Module Eleven: Civics - On the Local Government Level.**

Students are often residents of a particular township. Quite often, they do not understand the function of the local government structure, even though that is the level of government that most affects their day-to-day life.

Local Government

A. Structure of the township government.
B. The duties and responsibilities of the local elected and appointed officials.
C. Local government operation.

County Government

A. Structure of the county government
B. The duties and responsibilities of the various offices in the county courthouse.
C. Comparison of county and township government

How does a person run for local political office.

A. Legal filing responsibilities for the candidate's name to appear on the ballot.
B. How does a candidate organize a campaign.
C. Political parties endorsement
D. What is a primary election? Who can vote, and who can not?
E. Voting regulations--how to register to vote, and where, and what happens if you move?
F. Why vote?

Tax Structure in Local/County/State Levels

A. What taxes are paid at local/county/state levels.
B. Difference in various taxes.
C. How are they calculated--sales tax, property tax, income tax, occupation tax.

Legal Structure

A.Structure of Magistrates court. What type of offenses are handled at this level.
B. Structure of Court of Common Pleas
C. Structure of Federal Court
D. Differences between levels of courts.
E. Definitions of terms such as "Federal Grand Jury "
F. Duties of various court personnel such as judge, district attorney.
G. Jury, duties and responsibilities. Who can serve and how are jurors selected?

**Module Twelve: Laws and Legal Issues.**

Clients often come in contact with the law on some level. Often, their lack of understanding of the law causes additional problems.

A.What are two types of laws: Criminal and Civil and differences between them.

B. Three levels of criminal laws: Felony, misdemeanor, summary. Examples of each level.

C. Land Use laws. Zoning and subdivision, Agricultural preservation, percolation testing for sewage.

D. Who makes these laws and who has jurisdiction over their enforcement?

Legal Issues:

A. Custody and Divorce. Explanation of terms and where to go for additional information.

B. Housing and eviction issues. Explanation of terms and where to go for additional information.

C. Sexual Harassment. Definition and what to do about it.

D. On the Job Rights. Definition and what to do about it.

## III STEP UP:

This is the advanced level of computer-enhanced basic skills. It is intended to aid the student who requires additional preparation in order to obtain post high school education, either at a community college, technical school and as preparation for entry into a traditional four-year college, or for technical employment.

**Module One: Advanced Level Math.** This module is seen as an enhancement level math and includes higher level math for post high school education and preparation for technical employment. Computer-assisted instruction permits the student to learn at his/her own pace and to review difficult material easily, thus permitting mastery of the subject and confidence for test taking.

**Module Two: Advanced Level English.** This module builds upon basic skills English, and includes additional grammar exercises and writing of advanced reports and term papers on computer to prepare the student for post high school education and technical employment. Critical reading skills and selections of literacy classics, such as poetry, short stories, etc. will be included. Computer-enhancement permits independent study by participants.

**Module Three: Vocabulary for Post High School Education and Technical Employment.** Using various techniques, new vocabulary is introduced to the student. This higher level vocabulary will be similar to that found on post high school placement exams and technical employment tests.

**Module Four: Financing/Testing Concerns for Post High School Education and Technical Employment.** This module consists of various types of placement exams and assists the student in understanding the purpose of the placement exams for post high school education and employment. In addition, the student will be given information on various types of financial aid that may be available for the purpose of additional post high school education or purchase of required technical job-related tools and equipment.

# Bibliography

## Basic Skills - Module One

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Look, Listen and Touch* (Apple only) [©1988]
*Building Memory Skills* [©1987]
*Test Taking Made Easy* [©1985]
*Study to Succeed* [©1987]
*Following Directions* [©1987]
Micro Computer Educational Program [ Div. of Lawrence Products]
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Box 21311
Minneapolis, Minnesota 55421

*Test Taker's Edge*
Sunburst Communications
101 Castleton Street
Pleasantville, New York 10570-3498 800-628-8897

**Books:**

*Ready, Set, Study* [©1990]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601 800-621-1918

*Help Yourself: How to Take Advantage of Your Learning Styles* [©1991]
New Readers Press
Publishing Division of
Laubach Literacy International
Box 131
Syracuse, New York 13210 800-448-8878

## Workplace Math - Module Two

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Workplace Math* individual career areas:

- Accounting Clerk/Bookkeeper
- Barber/Cosmetologist
- Carpenter
- Cashier
- Combination Welder
- Computer Service Technician
- Construction Laborer
- Cook
- Electrician
- Grain Farmer
- Graphic Designer
- Heavy Equipment Operator
- Janitor/Maintenance Person
- Local Truck Driver
- Machinist
- Maintenance Mechanic
- Meat Cutter
- Metal Product Assembler
- Motor-Vehicle Mechanic
- Nurse's Aide/Assistant
- Painter
- Plumber
- Programmer
- Radio/TV Service Person
- Receiving Clerk
- Sales Clerk
- Secretary/Clerk Typist
- Sheet-Metal Worker
- Taxi Driver
- Tractor-Trailer Driver
- Waiter/Waitress

Conover Company Attention: Joe Amman
P.O. Box 155
Omro, Wisconsin 54963 800-933-1933

*How To Handle A Checking Account*
Learning Seed
330 Telser Road
Lake Zurich, Illinois 60047 800-634-4941

*Math Blaster*
Davidison & Associates
P.O. Box 2961
Torrance, California 90505 800-545-7677

*What Do You Do With A Broken Calculator?*
*The Whatsit Corporation.*
Sunburst Communications
101 Castleton Street
Pleasantville, New York 10570-3498 800-628-8897

**Books:**

*Math Skills That Work: Book One* [©1991]
*Math Skills That Work: Book Two* [©1991]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601 800-621-1918

## Workplace English - Module Three

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Following Directions* [©1987]
Micro Computer Educational Programs [Div. of Lawrence Products]
157 S. Kalamazoo Mall, Suite 250
Kalamazoo, Michigan 49007 800-421-4157

*Grammar Gremlins*
*Word Attack Plus*
Davidson & Associates
P.O. Box 2961
Torrance, California 90505 800-545-7677

*Learning English Basics* (IBM only) [©1990]

MHP Communications Unlimited
P.O. Box 71
Perrineville, New Jersey 08535 800-446-3943

*Workplace English:* individual career areas:

- Accounting Clerk/Bookkeeper
- Barber/Cosmetologist
- Carpenter
- Cashier
- Combination Welder
- Computer Service Technician
- Construction Laborer
- Cook
- Electrician
- Grain Farmer
- Graphic Designer
- Heavy Equipment Operator
- Janitor/Maintenance Person
- Local Truck Driver
- Machinist
- Maintenance Mechanic
- Meat Cutter
- Metal Product Assembler
- Motor-Vehicle Mechanic
- Nurse's Aide/Assistant
- Painter
- Plumber
- Programmer
- Radio/TV Service Person
- Receiving Clerk
- Sales Clerk
- Secretary/Clerk Typist
- Sheet-Metal Worker
- Taxi Driver
- Tractor-Trailer Driver
- Waiter/Waitress

*Workplace Social Skills*

Conover Company Attention: Joe Amman
P.O. Box 155
Omro, Wisconsin 54963 800-933-1933

## **Workplace English - Module Three**

### **Books:**

*Communication Skills That Work: Book One* [©1991]
*Communication Skills That Work: Book Two* [©1991]
*Reading Skills That Work: Book One* [©1991]
*Reading Skills That Work: Book Two* [©1991]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601 800-621-1918

*Vocabulary For the World of Work: Book One* [©1985]
*Vocabulary For the World of Work: Book Two* [©1985]
Educational Design Inc.
47 West 13 Street
New York, New York 10011 800-221-9372

*Language in Daily Living: Book One* (Verbs and Subjects) [©1985]
*Language in Daily Living: Book Two* (Phrases, Clauses, and Sentences) [©1985]
*Language in Daily Living: Book Three* (Pronouns, Modifiers, and Verbals) [©1985]
*Language in Daily Living: Book Four* (Punctuation and Capitalization) [©1985]

Steck-Vaughn Company
P.O. Box 27010
Austin, Texas 78755 800-531-5015

## Workplace Social Skills- Module Four

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Successful Interviewing: Selling Yourself*
*Positive Attitudes Toward Work*
Education Associates, Inc./ Job World
8 Crab Orchard Road
P.O. Box Y
Frankfort, Kentucky 40602 800-633-6625

*Social Skills on the Job:* individual career clusters:

Agribusiness
Business & Office
Communications Media
Construction
Consumer & Homemaking
Transportation
Health Service
Hospitality & Recreation
Manufacturing
Marketing & Distribution
Personal Service
Public Service
Environment

Conover Company Attention: Joe Amman
P.O. Box 155
Omro, Wisconsin 54963 800-933-1933

*What You Wear*
EMC Publishing
300 York Avenue
St. Paul, Minnesota 55101 800-328-1452

*Clothing Quiz*
Learning Seed
300 Telser Road
Lake Zurich, Illinois 60047 800-634-4941

**Books**

*Attitudes on the Job* [©1980]
Educational Design, Inc.
47 West 13th Street
New York, New York, 10011 800-221-9372

*Communication Skills That Work:* Book One [©1991]
*Communication Skills That Work:* Book Two [©1991]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601 800-621-1918

*Surviving On The Job* [©1983]
Bennett & McKnight Publishing Co. [Transferred to Glencoe Publishing Div. of Macmillian Inc.]
Glencoe Publishing Company
17337 Venture Boulevard
Encino, California 91316

## Workplace Reasoning Skills - Module Five

### Computer Software:

[unless otherwise listed, all software is available IBM or Apple versions]

*Reasoning Skills On The Job:* individual career clusters:

- Artistic Occupations
- Human Service Occupations
- Industrial Occupations
- Leadership Occupations
- Mechanical Occupations
- Office Occupations
- Personal Service Occupations
- Plant and Animal Occupations
- Protective Occupations
- Sales Occupations
- Scientific Occupations
- Sports Occupations

Conover Company    Attention: Joe Amman
P.O. Box 155
Omro, Wisconsin 54963    800-933-1933

*Following Directions* [©1987]
*Mind Castle* ® I [©1984]
*Mind Castle* ® II [©1988]
Micro Computer Educational Program [ Div. of Lawrence Products]
157 S. Kalamazoo Mall Suite 250
Kalamazoo, Michigan 49007    800-421-4157

*Introduction to Geography, Maps & Globes* [©1989]
Educational Activities, Inc.
P.O. Box 395
Freeport, New York 11520    800-645-3739

### Books

*Building Success In The Workplace* [©1990]
Steck-Vaughn Company
P.O. Box 27010
Austin, Texas 78755    800-531-5015

*Reading Skills That Work: Book One* [©1991]
*Reading Skills That Work: Book Two* [©1991]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601    800-621-1918

*Take This Job And Love It!* [©1982]
The Perfection Form Company
Logan, Iowa 51546    800-831-4190

## Employability Skills - Module Six

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Be A Winner Series:*
- *Be Motivated*
- *Set Your Goals*
- *Be Assertive*
- *Negotiate*

*Job Readiness Series:*
- *Job Attitudes: Assessment and Improvement*
- *Filling Out Job Applications*
- *Successful Job Interviewing*
- *Resumes Made Easy*
- *Your First Job*

*Job Success Series:*
- *First Days On The Job*
- *Personal Habits*
- *Work Habits*
- *Looking Good*

*Job Seeking Series :* [Reading level is 6.0 - 9.0]
- *The Right Resume Writer II*
- *The Cover Letter*
- *The Right Job Application*
- *The Four Stages of Interviewing*

*Job Keeping Series:*
- *Keys To Job Success - Introduction Video*
- *Working With The Boss*
- *Working With Others*
- *Working With An Organization; Procedures and Rules*

Conover Company Attention: Joe Amman
P.O. Box 155
Omro, Wisconsin 54963 800-933-1933

*Life and Career Planning: The Future Is Yours*
*Buying A Car: Job World Life Skills*
*Compu-Job*
*The Resume: Presenting Yourself In Writing*
*Job Applications: Answering The Employer's Questions*
*Finding and Following Up Job Opportunities*
*Successful Interviewing: Selling Yourself*
*Expectations On The Job*
*The Employability Inventory*
*Positive Attitudes Toward Work*
*Values and The Work Ethic*
*Communication: Your Bridge To Others*

Education Associates, Inc./ Job World
8 Crab Orchard Road
P.O. Box Y
Frankfort, Kentucky 40602 800-633-6625

**Books**

*Getting The Job You Really Want* [©1988]
JIST Works Inc.
720 Park Avenue
Indianapolis, Indiana 46202 317-637-6643

*How To Get A Job And Keep It* [©1990]
Steck-Vaughn Company
P.O. Box 26015
Austin, Texas 78755

*Attitudes On The Job* [©1980]
*Job Search Education* #EDI-326 [© 1988]
Educational Design Inc.
47 West 13 Street
New York, New York 10011 800-221-9372

*Leaving A Job* [©1989]
Careers
1211 10th St. SW. Box 135
Largo, Florida 34649-0135 813-584-7333

*Lifeskills: Developing Consumer Competence* [©1986]
*Work-Wise: Tactics For Job Success* [©1991]
*Ready To Work: Winning At The Job Game* [©1991] [reading level 4-6]
*You're Hired! Book One: Charting Your Career Path* [©1992] [reading level 3-4]
*You're Hired! Book Two: Getting the Right Job* [©1992]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601 800-621-1918

*Surviving On The Job* [©1983]
Bennett & McKnight Publishing Co. [Transferred to Glencoe Publishing Div. of Macmillian Inc.]
Glencoe Publishing Company
17337 Venture Boulevard
Encino, California 91316

*Take This Job And Love It!* [©1982]
The Perfection Form Company
Logan, Iowa 51546 800-831-4190

*Occu-Facts* 1989-1990 Edition [©1989]
Careers Inc.
P.O. Box 135
Largo, Florida 34649-0135 800-922-7337

*The Enhanced Guide For Occupational Exploration* [©1991]
JIST Works, Inc.
720 North Park Avenue
Indianapolis, Indiana 46202-3431 317-264-3720
FAX 317-264-3709

## Video

*Your Appearance II*
Educational Associates Inc./ Job World
8 Crab Orchard Road P.O. Box Y
Frankfort, Kentucky 40602 800-633-6625

*Clothing: An Intelligent Buyer's Guide*
*Color In Clothing*
Learning Seed
330 Telser Road
Lake Zurick, Illinois 60047 800-634-4941

## Life Skills [Job And Personal Use Skills] - Module Seven

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Budgeting*
*Budgeting Tutorial*
*Credit: The First Steps* [©1987] APPLE ONLY
*Insurance: Sorting It All Out* [©1986] APPLE ONLY
*Present Yourself For Success* [©1988]
*Positive Parenting* [©1986] APPLE ONLY
*Understanding Contracts* [©1987] APPLE ONLY

Micro Computer Educational Program [ Div. of Lawrence Products]
157 S. Kalamazoo Mall Suite 250
Kalamazoo, Michigan 49007 800-421-4157

*Alcohol - An Educational Simulation* [©1984]
*Tobacco - To Smoke Or Not To Smoke* [©1984]
Marsh Media
P.O. Box 8082
Shawnee Mission, Kansas 66208 800-821-3303

*The Baby Game* [©1988]
*Infant Safety* [©1988]
*Understanding Aids* [©1990]
Substance Abuse Software
670 South 4th Street
Edwardsville, Kansas 66113 913-441-1868

*Renting An Apartment.*
*Living With Your Paycheck*
*Buying A Car.*
Education Associates, Inc./ Job World
8 Crab Orchard Road P.O. Box Y
Frankfort, Kentucky 40602 800-633-6625

*The Whatsit Corporation*
*Managing Lifestyles*
*Food For Thought*
Sunburst Communications
101 Castleton Street
Pleasantville, New York 10570-3498 800-628-8897

*The Crystal Ball*
*How To Read Ad Claims*
*Fast Food Microguide*
Learning Seed
330 Telser Road
Lake Zurick, Illinois 800-634-4941

## Books

*Assertive Discipline For Parents* [©1988]
Harper & Row Publishers
10 East 53rd Street
New York, New York 10022 800-982-4377

*Learning Games For Infants And Toddlers* [©1977]
New Readers Press
Publishing Division of Laubach Literacy International
Box 131
Syracuse, New York 13210 800-448-8878

*Lifeskills: Developing Consumer Competence* [©1986]
*Work-Wise: Tactics For Job Success* [©1991]
*Ready To Work: Winning At The Job Game* [©1991] [reading level 4-6]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601 800-621-1918

*Surviving On The Job* [©1983]
Bennett & McKnight Publishing Co. [Transferred to Glencoe Publishing Div. of Macmillian Inc.]
Glencoe Publishing Company
17337 Venture Boulevard
Encino, California 91316

*You And The Law* EDI-372 [©1986]
Educational Design Inc.
47 West 13th Street
New York, New York 10011 800-221-9372

*Who Do You Think You Are?* [©1989]
Thomas More Association
205 W. Monroe Street
Chicago, Illinois 60606

## Videos

*Clothing: An Intelligent Buyer's Guide*
*Color In Clothing*
Learning Seed
330 Telser Road
Lake Zurick, Illinois 60047 800-634-4941

*Is There Life After Housework?*
Cambridge Home Economics
P.O. Box 213 Dept HE8
Charleston, West Virginia 25328 800-221-9372

*Why Work?*
Park Avenue Productions
720 North Park Avenue
Indianapolis, Indiana 46202-3431

## Teen Parenting/Life Skills [Job And Personal Use Skills] - Module Eight

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Positive Attitudes Towards Work*
*Values and The Work Ethic*
*Living With Your Paycheck*
*Buying A Car: Job World Life Skills*
*Living Alone: Job World Life Skills*
*Renting An Apartment: Job World Life Skills*
*Credit And Loans: Job World Life Skills*
Education Associates, Inc./ Job World
8 Crab Orchard Road, P.O. Box Y
Frankfort, Kentucky 40602 800-633-6625

*They Crystal Ball*
*How To Handle A Checking Account*
*How To Read Ad Claims*
*The Grocery Game*
*Understanding Food Labels*
*Nutrition Pursuit*
Learning Seed
330 Telser Road
Lake Zurick, Illinois 60047 800-634-4941

*Buyer Beware* APPLE ONLY
*Food Labels* APPLE ONLY
*Understanding Contracts* APPLE ONLY
*Positive Parenting* APPLE ONLY
*Insurance: Sorting It All Out* APPLE ONLY
*Advertising: How It Affects You* APPLE ONLY
*Credit: The First Steps.* APPLE ONLY
*Stress and The Young Adult*
*Looking Good*

Micro Computer Educational Program [ Div. of Lawrence Products]
157 S. Kalamazoo Mall Suite 250
Kalamazoo, Michigan 49007 800-421-4157

*Self Evaluation Series*
Conover Company Attention: Joe Amman
P.O. Box 155
Omro, Wisconsin 54963 800-933-1933

*Drug Abuse Learning Environment* [©1990]
*The Baby Game* [©1988]
*Infant Safety* [©1988]
*Understanding Aids* [©1990]
*Family Care (™) Software* [©1988]
Substance Abuse Software
670 South 4th Street
Edwardsville, Kansas 66113 913-441-1868

**Computer Software:** [unless otherwise listed, all software is available IBM or Apple versions]

*Alcohol - An Educational Simulation* [©1984]
*Tobacco - To Smoke Or Not To Smoke* [©1984]
Marsh Media
P.O. Box 8082
Shawnee Mission, Kansas 66208 800-821-3303

*First Aid Safety* [©1987]
Aquarius Instructional
P.O. Box 128
Indian Rocks Beach, Florida 34655 800-338-2644

**Books**

*Life Skills: Me And My Future* EDI 370 [©1988]
*You & The Law* EDI 372 [©1986]
Educational Design, Inc.
47 West 13th Street
New York, New York 10011 800-221-9372

*Teens Parenting: Your Pregnancy & Newborn Journey* [©1991]
*Teens Parenting: Discipline From Birth To Three* [©1991]
*Do I Have A Daddy?* [©1991
Morning Glory Press
6595 San Haroldo Way
Buena Park, California 90620-3748 714-828-1998

*You Can Give First Aid* [©1989]
*Learning Games For Infants And Toddlers* [©1977]
New Readers Press
Publishing Division of Lauback Literacy International
Box 131
Syracuse, New York 13210 800-448-8878

*Understanding Aids* [©1988]
Media Materials, Inc.
2936 Remington Avenue
Baltimore, Maryland 21211 800-638-1010

*Single Mother's Resource Handbook* [©1982]
WEEA Publishing Center
Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160 800-225-3088

*Early Childhood Systematic Training For Effective Parenting* [STEP] [©1989]
Instructional Materials Division, American Guidance Service
Publishers' Building
Circle Pines, Minnesota 55014-1796 800-328-2560

## Books

*Assertive Discipline For Parents* [©1988]
Harper & Row Publishers
10 East 53rd Street
New York, New York 10022 800-982-4377

*Work-Wise: Tactics For Job Success* [©1991]
*Lifescenes/LifeSkills: Developing Consumer Competence* [©1986]
Wendy Harris
Contemporary Books
180 North Michigan Avenue
Chicago, Illinois 60601 800-621-1918

## Videos

*Color In Clothing*
*Fashion Your Figure*
Learning Seed
330 Telser Road
Lake Zurick, Illinois 60047 800-634-4941

*Why Work?*
Park Avenue Productions
720 North Park Avenue
Indianapolis, Indiana 46202-3431

## First Step

### Computer Software:

*Word Attack Plus*
Davidson & Associates, Inc.
P.O. Box 2961
Torrance, California 90509 (800) 545-7677

*Improving Your Self-Concept*
*Insurance: Sorting It All Out*
*Understanding Contracts*
Apple IIe only
Lawrence Productions, Inc.
1800 South 35th Street
Galesburg, MI 49053 (616) 665-7075

*Etiquette Quiz*
*How to Handle a Checking Account* Apple IIe only
Learning Seed
330 Telser Road
Lake Zurich, Illinois 60047 (800) 634-4941

### Books

*Skills for Everyday Living*
Book 1 and Book 2
Motivation Development Inc.
P.O. Box 427
Bishop, California 93514 (714) 873-3983)

*What You Need to Know About:*
*Reading Ads, Reference Materials and Legal Documents*
National Textbook Company
4255 West Touhy Avenue
Chicago, Illinois 60646-1975

*Starting Now*
J. Weston Walsh
P.O. Box 658
Portland, Maine (800) 341-6094

*Facts for Consumers*
Federal Trade Commission
Bureau of Consumer Protection
Public Reference
Washington, DC 20580 (202) 326-3650

## Video Tapes

*Self Esteem*
*Table Manners for Everyday*
*The Everyday Gourmet*
Cambridge Educational
P.O. Box 2153 Dept. HE10
Charleston, West Virginia 25328-2153 (800) 468-4227

*Buyer Beware: Avoiding Rip-Offs*
*Credit Cards: Living With Plastic*
*Etiquette Hotline: Table Manners*
*Manners at Work*
*How You Buy: How Ads Persuade*
*Secrets of Selling: How Stores Turn Shoppers into Buyers*
*Supermarket Persuasion: How Food is Merchandised*
Learning Seed
330 Telser Road
Lake Zurich, Illinois 60047 (800) 634-4941

## Module Ten Sex Equity and Non-Traditional Occupations

**Computer Software:**

"Sexual Stereotyping" $45.00 Apple Only

Orange Juice Software
338 South Arch Avenue
New Richmond, Wisconsin 54017
715-246-3588 FAX 715-246-7120

"Awareness of Sexual Prejudice is the Responsibility of Educators"
Developed by Livonia Public Schools, Livonia, Michigan with a grant from:
Women's Educational Equity Act Program.
U.S. Department of Health, Education, and Welfare
Office of Education
Contact:
Education Development Center, 1979
55 Chapel Street
Newton, Massachusetts 02160

"A Working Woman's Guide to Her Job Rights"
U.S. Department of Labor, Office of the Secretary, Women's Bureau.
Leaflet #55.

Contact:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

## Module Eleven: Civics - On the Local Government Level

### Computer Software:

| | | |
|---|---|---|
| Supreme Court Decision | Apple/IBM | $49.95 |
| American Government V | Apple/Macintosh/IBM | $34.95 |
| Criminal Procedure | Apple/Macintosh/IBM | $34.95 |
| Our Legal System | Apple/IBM | $34.95 |

Intellectual Software
Queue, Inc.
338 Commerce Drive
Fairfield, CT 06430 (800) 232-2224

| | | |
|---|---|---|
| "And If Re-Elected" | Apple II only | $89.00 |

Focus Media
Computer CenterLine
1500 Broad St.
Greensburg, PA 15601 (800) 852-5802

| | | |
|---|---|---|
| "Our Town Meeting" | Macintosh, | $99.95 |

Tom Snyder Productions
90 Sherman St.
Cambridge, MA 02140 (800) 342-0236

| | | |
|---|---|---|
| "Becoming A Voter" | Apple II, | $49.95 |
| "Elections and Voting" | Apple II, | $49.95 |

Weiser Educational, Inc.
30085 Comerclo
Rancho Santa Margarita, CA 92688 (714) 858-4920 [call collect]

### Books

| | | |
|---|---|---|
| "American Government" | (800) 531-5015 | $5.40 |
| "Citizens Today" ["Living In America] | | 4.98 |

Steck-Vaughn
P.O. Box 26015
Austin, Texas 78755

## Module Twelve: Laws and Legal Issues

### Books

*You and The Law* by Caleb E. Crowell
Educational Design Inc. EDI 372
47 West 13 Street
New York, N.Y. 10011

### Computer Software

| | | |
|---|---|---|
| *You and the Law* | Reading Level 6-8 | $189.95 |
| Includes: | | |
| *Our Legal System* | | |
| *Introduction of Criminal Law* | Macintosh | |
| *Civil Law* | Apple IIe | |
| *Introduction to Contracts Law* | | |
| *Consumer Law* | | |
| *Cars and the Law* | | |
| *Housing Law* | | |
| *Law and the Family* | | |

## Books

Peterson's Financial Aid Service.

A computer software program in combination with print materials to let student estimate their own need, analyze their aid eligibility at the colleges in which they are interested and identify the government, private, and college aid for which they may qualify. Reports students financial analysis and potential funding from 4 sources.

Apple IIe and IBM MS-DOS compatible.

Contact: Peterson's Incorporated $195.00
202 Carnegie Center
Princeton, N.J. 08543 1-800-338-3282 or 609-243-9111

SAFIRE™

Helps students locate scholarships. Students enter their data into the computer, which then matches the entries from the database and displays the results on the screen or printer. The database contains information on over 600 foundations giving over 10,000 awards for post-secondary studies from vocational education to advanced degrees in all fields.

IBM MS-DOS only.

Contact: Richard F. Roszko $499.95
921 Panaroma Drive #3B
Palatine, IL 60067 217-351-8433

There are also other sources of financial aid that the individual student should also consider. For example, some companies offer scholarships to the children of employees. Some of these sources may be known to the financial aid department of the school that the student may wish to attend. Check a local library for books on financial assistance. Other books listing possible sources of financial assistance are:

*Financial Aid: A Partial List of Resources for Women*. Prepared by the Project on the Status and Education of Women. Washington, D.C. Association of American Colleges, 1984. 15p. $2.50 paperback.

Association of American Colleges
1818 R. Street N.W.
Washington D.C. 20009 202-387-3760

One half of the book consists of general tips for cutting school expenses such as different ways to attend school, getting credit for prior experiences, brushing up on skills. The next section lists approximately 80 scholarships and grants available to women students, including older women, minority women, women considering non-traditional careers, and others at all level of postsecondary education. A resource section provides brief descriptions for 55 books and pamphlets that might also be helpful in locating money for college. Slightly more than 100 publications and programs are covered and include men as well as women.

*Directory of Financial Aids for Women*. By Gail Ann Schlacter. Los Angeles: Reference Service Press, 1978-. Biennial. (Directories of Financial Aid for Special Needs Groups). 84-24582. ISSN 0732-5215 $37.50.

3540 Wilshire Boulevard, Suite 310
Los Angles, CA 90010 213-251-3743.

An extensive and regularly updated list of scholarships, fellowships, loans, grants, internships, and awards/prizes designed primarily or exclusively for women. The directory is divided into four separate sections: a descriptive list of more than 1,100 national and international financial aid programs set aside for women, a list of state sources of educational benefits, an annotated bibliography of over 150 directories listing general financial aid programs, and a set of indexes that provide by program title, sponsoring organization, geographic coverage, deadline date, and subject. Published by Reverence Service Press.

*Paying for Your Education: A Guide for Adult Learners*. 2d. ed. New York: College Entrance Examination Board (dist. by Scribner's), 1983. 160p. 82-73562. ISBN 0-87447-152-4. $7.95. Paperback.
888 Seventh Avenue
New York, N.Y. 10106. 212-713-8000.

This guide is written for adult learners, particularly unemployed students and women returning to college who are in need of financial assistance. Presented in the volume is information on how to locate possible sources of aid, organize a campaign to obtain finances, compare aid awards offered by various colleges, and reduce the time and cost required to complete a degree. One section of the source addresses the seven most frequently posed questions about financial assistance.

*Educational Financial Aids: A Guide to Selecting Fellowships, Scholarships, and Internships in Higher Education*. Washington, D.C. American Association of University Women, 1984. 35p. $5. Paperback.
2401 Virginia Avenue, N.W.
Washington, D.C. 20037 202-785-7700.

An updated pamphlet that divides financial aid offerings according to educational level: undergraduate, graduate, postdoctoral, and internships/traineeships. It has been expanded to include information also about loans and additional financial aid directories. The entries are designed to supply information on program title, purpose, requirements for selection, stipends, application procedure, and sponsoring organization's address. Many of the programs covered are open equally to men and women.

The Tuscarora Intermediate Unit 11 is an equal rights and opportunity educational service agency and will not discriminate on the basis of race, color national origin, ancestry, sex, handicap, age or religion in its activities, educational and vocational programs or employment practices as required by Title VI of the Civil Rights act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Jacqueline Vocke, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, RR 1, Box 70A, McVeytown, Pennsylvania 17051-9717. Phones: 814-542-2501 or 717-899-7143.

# Computer Assisted
# Everyday Basic Skills

Developed by

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As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

Carol Molek, Project Director

## Introduction to Computer Assisted Everyday Basic Skills Modules:

A. **Introduction to Computer Assisted Everyday Basic Skills Project**

An explanation of the project for instructors and program operators begins this unit which also includes an itemized list of software and books suggested for use in the rest of the project.

B. **Student Interests and Capabilities Assessment.**

Assessment materials to determine student interests and capabilities are suggested for use by assessment interviewer. This information can then be used to select career fields.

C. **Computer Literacy/ Student Handbook**

An instructors lesson plan assists in formatting the training of students to use the computer. Included are: Components of computer systems, Technical Glossary and terminology to permit student understanding of the computer. A student handbook completes this unit.

D. **The Project Modules.**

A brief overview of the Computer Assisted Everyday Basic Skills Modules giving the salient points of each module.

E. **Bibliography of Books and Software.**

F. **Appendix-**

Vendors information.

## A. Introduction

Computer Assisted Everyday Basic Skills consists of complete and free standing modules that permit flexibility of delivery by classroom, small group instruction, and independent computer-assisted instruction. The program is tailored to individual student needs and can be implemented using instructor lesson plans which incorporate recommended educational texts, computer software and activities in a step-by-step organization featuring an easy-to-read format. Reading levels are maintained at 4th to 8th grade levels [except for the literacy level First Step module] which permits faster absorption of information. The lesson plan format consists of the skill being taught; assessment of skill development; materials recommended; teaching strategy and techniques. The open format lends itself to incorporation of existing materials currently available in the counties, as well as a gradual acquisition of suggested materials (as funding permits), as a complement to the activities and worksheets provided in each module.

The curriculum is seen as an "equalizer," providing remediation opportunities as well as enrichment opportunities for students. The students can learn at a self-paced rate using computer-assisted instruction. The curriculum matrix guide can be used as a "roadmap" for the instructor to help the student develop an individualized program of instruction. The instructor can easily merge information normally presented in class with computer-assisted instruction at a level appropriate for the student. Subjects of a sensitive nature such as social skills can be presented in a non-threatening manner. Students using computer-assisted training can receive positive feedback and enjoy the change of pace from pencil and paper, classroom oriented learning. Some students, especially some learning disabled adults need to work alone, or in a atmosphere that reduces the sense of failure they may have acquired in previous unsuccessful learning experiences. For these students, computer instruction allows remediation of selected weak areas prior to inclusion in regular classroom activities. Additionally, the instructor can narrow the wide range of skills and abilities found in the average adult classroom, with the selective use of computer software. This would permit either remediation for those lacking in certain skills while the rest of the class continued on, or enhancement activities for other students who are more advanced than the class average while the instructor worked with lower skill and ability level students.

Instructors should be familiar with the curriculum, computer and software before beginning the module. It is recommended that the instructor use each software package before presenting it in class. This will permit the instructor to anticipate student questions and problems. The Apple Macintosh LC has been selected because of the "user-friendly" quality of the computer. Using the self-tutoring software that is packaged with each of these computers, the average instructor can operate the computers with only a few hours of self instruction. Some instructors may wish to enhance his/her personal computer skills by enrolling in local computer classes. This may be advantageous to instructors who need more "hands-on" assistance than the self-tutoring software allows.

Classrooms and computers may be operated in the same room, especially if there is only one instructor to cover classroom and computers. However, the computers should be physically separated from the classroom by location or partitions. This permits the quiet learning experience needed by some students. If a separate room is provided for the computers, someone knowledgeable about the software should be present at all times to assist with student questions. This can be a more advanced student, or another instructor.

The recommended procedure for Computer-Assisted Everyday Basic Skills is as follows:

- Determination made of the required skills such as life skills, math, English etc. Testing of the student is recommended.

- A determination of the student's job interests can be done at intake or this can be completed at a later time.

- Assessment of student educational needs and the available programs at the site should determine the assignment of student to a particular instructor/class.

- The amount of time a student spends working on the modules is decided by the instructor, based on student needs. The instructor can help transition a student into programs by providing classroom and computer experience until an impending program is available, or until the student makes sufficient progress to ensure his/her successful entry into advanced level programs.

- The lesson plans and software should be used as a basis for the individual classes. Instructor can determine the amount of time each individual student needs to spend on each of the skills based upon his/her accomplishment of the skills as determined by the assessment given in the lesson plans. Computer time should be decided by the number of available computers, size of class, and student attention span.

- Approximately one hour per day on the computer is suggested. This can be increased or decreased depending upon the individual student's capabilities and attention span, or the requisiteness of the software. It is suggested that twenty hours per week be apportioned among computer literacy, software and classroom instruction.

- The individual program can determine which modules will be used, based upon available materials and student requirements. Not all modules may be needed. A long range plan may be developed to gradually purchase required software, texts and equipment.

## B. Student Interests and Capabilities Assessment.

Assessment of student interests and capabilities can be done using various types of evaluation materials. The evaluation system should be easy to administer, and help the student select occupations of interest.

One type of interests and capabilities evaluation instrument has been developed by the Edits company. The Career Ability Placement Survey (CAPS) is a comprehensive-multi battery designed to measure abilities keyed to entry requirements for the majority of jobs in 14 occupational clusters. The student can self score and interpret the results. The second instrument, Career Interest Inventory (COPS), provides job activity interest scores related to occupational clusters which are classified into major groups and levels within each group. Additional detailed information about the CAPS and COPS system is can be obtained from the Edits company. [See Section E: Bibliography of Books and Software.] Specimen sets giving forms and manuals are available for these instruments at reasonable prices from the Edits company.

Other career information programs are available in a computer-assisted format for the student to use individually to determine career options. See the list of suggested software programs in this section. Students should be encouraged to complete the computer introduction section before attempting to use the computer to determine career interests.

There are a number of different types of evaluative programs, and you may already have a system that meets the needs of your students. If this is the situation at your site, use your system to determine placement in appropriate classes.

Additional career exploration computer-assisted educational programs are available in module 6-Employability Skills.

It is also suggested that career reference books be available for use by students. Examples are: "The Enhanced Guide for Occupational Exploration"; and "Occu-facts" Both are equally useful. These reference books include: job descriptions; skills and abilities; work environment training; and salary outlook. Students can locate job descriptions in various fields and determine what skills and abilities are needed for those jobs using these reference books. Have students keep a record of the jobs that interest them. This list of job interests will be used in module 6-"Employability Skills."

## C. Computer Literacy.

Students will need to learn basic typing keyboard skills in order to efficiently use a computer. There are many typing tutorial programs currently available. See suggested titles included in this section. Select one, or use a typing tutorial program already available in your office. Use typing tutorial after introduction to computers.

Use the instructor lesson plans to teach computer vocabulary; how a computer operates; and basic computer operation for the specific computers to be used at the educational site. Use the operator's manual or demonstration disk that came with your specific computer as an aid in teaching the student how to operate the specific computer.

It is critical that the student feel comfortable turning on the computer, formatting disks, and understanding the names of the basic components of the computer system he/she will be using. Use of simple games, or simple word processing software can assist the student to become familiar with computers. The student handbook contains in depth information about computers. The instructors' lesson plan is to be used as a guide to teach computer literacy. Some students may learn computer skills more quickly than others. The faster learners should be permitted to move on to career assessment software, or other computer skill building programs such as introduction disks supplied with the Macintosh. Slower learners should be carefully and patiently given additional time to acclimate to the computer. It is important that no pressure be brought to bear upon slower students since this may cause fear of computers and contribute to decrease in self esteem. Research shows some older students may be reluctant to learn computer skills. This reluctance can be overcome by using small step-by-step brief lessons. For example: have student learn to turn on computer; how to open a software program; then "quit" the software; and turn off computer. This consists of the first lesson which should take less than a half hour. Have student practice this routine of starting the computer several times, then end the lesson. The second lesson can consist of performing a simple task using the same software. It is critical that the reluctant student experience success with the first few sessions on the computer in order to establish confidence in ability to use the computer. Encourage students to take notes on starting the computer software and use these notes each time. Have students give verbal directions to another student telling him/her how to start the computer and open the software. This reinforces the learning and permits enhanced self esteem regarding abilities to operate computer. Use of a "buddy system" where faster students help and encourage slower students may also be used, providing that the faster student does not disparage the slower student.

The computer literacy section is a core of the Computer Assisted Everyday Basic Skills. It describes computers and trains students in the use of computers which is a fundamental requirement for this project. Careful attention to building solid computer confidence in the student will ensure success in the project.

## Typing Software

1. Typing Teacher

Hands on educational program using behavioral learning principles. Drill and practice and reinforce learning.

Apple IIe IBM
Compu-Tations, Inc. $19.95
P.O. Box 487
Southfield, MI 48037
(313) 689-5059 (800) 345-2964

2. Type Right (on your own Micro)

Easy complete typing course, drills, graphic keyboard display spelling games and testing. Excellent for pro-word processing.

Student Record
Barron Enterprises $39.95 Apple & IBM
Willow Glen Road
Santa Barbara, CA 93105
(805) 687-5873 40% off to schools

3. Typing Tutor IV+

Interactive program automatically adjusts to user's abilities creating custom-designed lessons, maintaining progress reports. Features letter invaders, an arcade style game that matches the user's increasing speed and skill.

Apple only $44.95
Simon & Schuster Software
14 Columbus Circle 14th Floor
New York, NY 10023
(800) 624-0023 (212) 373-8644

4. Smartype-A Keyboarding Program

Designed for students learning to keyboard as they begin to operate computers. Teaches touch typing in a totally new way. Rather than learning placement of keys, they are actually used. Guides students in typing words and word patterns that are important to them.

Apple only. $39.95
Gregg/McGraw-Hill
1221 Avenue of Americas
New York, NY 10020
(800) 223-4180 (800) 334-7344

5. Typing Made Easy.

Exercises to correct student's weaknesses. On-demand progress reports test user's speed and accuracy. Not copy protected.

IBM Apple Mac Apple IIe
QED Information Sciences, Inc. $49.95
170 Linden Street
Wellesley, MA 02181
(800) 343-4848 (617) 237-5656

D.

## I. FIRST STEP:

These are literacy level life skills. Computer instruction to enable the participants to use the computer independently is included in the introduction. This literacy level module includes classroom and computer instruction in the following areas:

### Module One: Home & Family

A. Baby care- indepth developmental rates of children, discipline, choosing day care and nutritional requirements of children.

B. House cleaning - how to clean easily and effectively by organizing the tasks.

C. Laundry - clothing separation, care of clothing, spot removal, and detergent selection for effective cleaning.

D. Health care - care of yourself, care of others to prevent illness and accident.How and why to follow the doctor's orders when taking medicine or other treatment.When to contact the doctor for illness or accidents. How to handle stress, as an individual and as a family.

### Module Two: Consumer Issues

This module includes developing decision-making skills in the following areas:

A. Fraud prevention - how to determine if you are being cheated.

B. Insurance forms and advertising on health and life insurance - reading for understanding.

C. Contracts - such as furniture, cars, rental leases - reading to understand consumer responsibilities.

D. Making buying decisions - how to decide whether or not to buy an item.

E. Loans - how to choose a lender, what to consider when deciding to borrow money. Definitions of collateral, simple interest, and how finance charges are calculated.

F. Reading advertising copy - learning critical reading skills to understand what is being promised in the advertisement.

G.Using a checking account. - how to use checks, money orders, and other methods of money transfer.

H. Buying decisions on clothing and food - learning to shop for bargains and good value.

### Module Three: Personal Development

Included in this module are areas dealing with the individual.

A. Self Esteem- feeling good about yourself.

B. Manners for everyday living - introducing people, dining table etiquette, setting a table for a meal, interpersonal relationships.

C. Vocabulary building - essential words for daily living done in a game format.

D. Kitchen math - learning to follow recipes and nutrition tips.

## II. COMPUTER ENHANCED BASIC SKILLS

### Module One: Computer Literacy.

This is an introduction to computers and includes software on how to type. Basic computer systems and their components are defined to give the student the technical vocabulary of the world of computers. Information on care of disks and basic computer operation is included.

### Module Two: Basic Skills.

Includes units on learning how to learn, information gathering, finding your learning style, study skills, building memory skills and test taking. Most of this module is computer-assisted, with some classroom interaction.

**Module Three: Everyday Math.**

Brush-up of basic math skills and introduction to the use of calculators are the units contained in this module. The computer software is occupation-specific depending upon selection by the instructor. Numbers skills includes addition, subtraction, multiplication, division of whole numbers, fractions and percentages. Scope of the math is intentionally limited to basic math skills.

**Module Four: Everyday English.**

Basic skills of vocabulary, speaking, listening and reading can be made occupation specific by the selection of software. Additional materials from workbooks are also included in this module. Communication skills in this module assist in preparation of applications and techniques for job interviews.

**Module Five: Everyday Social Skills.**

Three types of social skills commonly encountered in the work environment are the framework for this module. Units are: Initiating social skills, which included making telephone calls, asking for information and situations requiring the student to begin the interaction; Personal social skills, which includes cooperating with others, dependability, telling the truth, courteousness, responsibility and maintaining grooming; Responding social skills ,which includes following instructions, responding to peer pressure and responding to others. Interviewing skills are included. Hygiene and clothing selection, which can be extremely sensitive areas are handled using computer software which permits the student to learn with no loss of self esteem.

**Module Six: Everyday Reasoning Skills.**

This module emphasizes making estimates of time and money, classifying people, objects and information and locating and using information sources. These areas are essential for the future employee to use in deciding which task to do first, or how to determine how long a particular task may take to complete. Planning work goals and projects focuses on using the skills of time and money estimates and classification of people, objects, and information to develop useable workplace reasoning skills. Problem diagnosis and troubleshooting teaches the student to think through how equipment operates by observation and reading operators' handbooks to determine how to correct simple problems such as a photocopiers in need of paper or use of telephone equipment. Computer software can be occupation specific.

**Module Seven: Employability Skills.**

There are two units in this module: Job search issues and Job Retention. The first unit focuses on how to find job leads, preparation of resumes, filling out job applications and conducting oneself during an interview. Job retention deals with keeping a job by learning to function successfully in the job environment. Learning the various types of bosses, (ie. autocratic, democratic, etc.) and how to deal with problem co-workers can make the difference between job satisfaction and dissatisfaction. Software helps student to develop a resume and cover letter and boosts self management skills.

**Module Eight: Life Skills.**

There are three units in this module. The first, personal development, deals with issues related to the individual: for example appearance, self esteem, life goals, health and individual value systems. The second unit covers home life issues including budgeting, grocery shopping, living in an apartment, comparison shopping skills and parenting. Using a combination of computer software and classroom interaction, the student develops a greater coping ability with home life situations. The third unit concentrates on the work away from individual and home life, the world of work. Included in this unit is software on how to manage your own company. Some individuals may have a desire to start a business of his/her own. This unit helps the student to develop a business plan suitable to begin a business. Balancing self, home and work can be a difficult problem and emphasis is given to this area.

**Module Nine: Teen Parenting/Life Skills.**

This module is similar to module seven, except that more emphasis is placed on the parenting aspect. Topics are: Learning to live as a single parent, learning how to care for a child, how to discipline a child and the developmental states of various age children. First aid, and safety software encourages young parents to become aware of the special responsibilities of child care.

**Module Ten: Non-traditional Occupations.**

A. Sex Equity. Identifying sexual stereotyping. Recognizing our values and their origins.

B. Career exploration in non-traditional occupations. Topics include: What are non-traditional occupations and why are they important; defining the terms and explaining how to find additional information; how to apply for non-traditional jobs; and dealing with interpersonal relationships while holding a non-traditional job.

**Module Eleven: Civics - On the Local Government Level.**

Students are often residents of a particular township. Quite often, they do not understand the function of the local government structure, even though that is the level of government that most affects their day-to-day life.

Local Government

A. Structure of the township government.
B. The duties and responsibilities of the local elected and appointed officials.
C. Local government operation.

County Government

A. Structure of the county government
B. The duties and responsibilities of the various offices in the county courthouse.
C. Comparison of county and township government

How does a person run for local political office.

A. Legal filing responsibilities for the candidate's name to appear on the ballot.
B. How does a candidate organize a campaign.
C. Political parties endorsement
D. What is a primary election? Who can vote, and who can not?
E. Voting regulations--how to register to vote, and where, and what happens if you move?
F. Why vote?

Tax Structure in Local/County/State Levels

A. What taxes are paid at local/county/state levels.
B. Difference in various taxes.
C. How are they calculated--sales tax, property tax, income tax, occupation tax.

Legal Structure

A.Structure of Magistrates court. What type of offenses are handled at this level.
B. Structure of Court of Common Pleas
C. Structure of Federal Court
D. Differences between levels of courts.
E. Definitions of terms such as "Federal Grand Jury "
F. Duties of various court personnel such as judge, district attorney.
G. Jury, duties and responsibilities. Who can serve and how are jurors selected?

**Module Twelve: Laws and Legal Issues.**

Clients often come in contact with the law on some level. Often, their lack of understanding of the law causes additional problems.

A.What are two types of laws: Criminal and Civil and differences between them.

B. Three levels of criminal laws: Felony, misdemeanor, summary. Examples of each level.

C. Land Use laws. Zoning and subdivision, Agricultural preservation, percolation testing for sewage.

D. Who makes these laws and who has jurisdiction over their enforcement?

Legal Issues:

A. Custody and Divorce. Explanation of terms and where to go for additional information.

B. Housing and eviction issues. Explanation of terms and where to go for additional information.

C. Sexual Harassment. Definition and what to do about it.

D. On the Job Rights. Definition and what to do about it.

## III STEP UP:

This is the advanced level of computer-enhanced basic skills. It is intended to aid the student who requires additional preparation in order to obtain post high school education, either at a community college, technical school and as preparation for entry into a traditional four-year college, or for technical employment.

**Module One: Advanced Level Math**. This module is seen as an enhancement level math and includes higher level math for post high school education and preparation for technical employment. Computer-assisted instruction permits the student to learn at his/her own pace and to review difficult material easily, thus permitting mastery of the subject and confidence for test taking.

**Module Two: Advanced Level English.** This module builds upon basic skills English, and includes additional grammar exercises and writing of advanced reports and term papers on computer to prepare the student for post high school education and technical employment. Critical reading skills and selections of literacy classics, such as poetry, short stories, etc. will be included. Computer-enhancement permits independent study by participants.

**Module Three: Vocabulary for Post High School Education and Technical Employment.** Using various techniques, new vocabulary is introduced to the student. This higher level vocabulary will be similar to that found on post high school placement exams and technical employment tests.

**Module Four: Financing/Testing Concerns for Post High School Education and Technical Employment.** This module consists of various types of placement exams and assists the student in understanding the purpose of the placement exams for post high school education and employment. In addition, the student will be given information on various types of financial aid that may be available for the purpose of additional post high school education or purchase of required technical job-related tools and equipment.

## Technical Glossary

**Alphanumeric key:** a key that, when tapped, produces a letter; punctuation; or number on the monitor screen.

**Application software:** programs designed to handle specific types of information and achieve useful results or answer problems. For example: database management; word processing; spreadsheets.

**ASCII:** American Standard Code for Information Interchange; the standard code used to transmit information within, to, and from computers.

**Back-up:** a copy of a program or data file made by the user onto a separate storage floppy disk or hard disk, so that the copy will be preserved against possible loss or damage to the original.

**BASIC:** Beginners All-purpose Symbolic Instruction Code; a high-level computer language, standard on most microcomputers.

**Baud:** a bit of measurement used to specify the speed of data transmission in one second intervals. Usually used in reference to telecommunications.

**Bit:** the smallest unit of code for information occurring either as a 1, which indicates the presence of voltage, or as a 0 (zero), which indicates the absence of voltage.

**Boot:** to load a new program into Random Access Memory [RAM]. May be done "warm" (with computer on) or "cold" (with computer just starting.)

**Byte:** measurement of storage; a string of bits, generally eight, which is often used to represent a single character.

**CD-ROM:** Computer Disk Read Only Memory; a disk encased in a plastic coating which is "pitted" with electronic data and has an ultra-high density storage capacity which is read by a laser. Cannot be changed by the user.

**Compatibility:** software compatibility refers to the ability to run programs on a variety of computers. Hardware compatibility means that various components may be connected directly. For example: software written for Apple computers is not compatible with IBM computers.

**Control key:** (1) a key which when pressed initiates some kind of physical control action but which isn't printed on the output page. For example: line feed; tabs; paragraph indentation. (2) sometimes used in conjunction with other keys in order to define unique commands.

**CPU:** Central Processing Unit. The "brain" of the computer. The chip that orders information and directs it around the computer.

**CRT:** Cathode Ray Tube. Used for video display on a screen.

**Cursor:** the line; flashing box; or other blinking symbol that appears on the monitor to show where the next keystroke will appear.

**Data:** information input to a computer system and is then processed by a mathematical and logical operation so that it can ultimately be outputted in a sensible form .

**Database:** a collection of like records of information (examples are: mailing addresses; client names; book listings) that can be flexibly organized; sorted; reordered; or selectively retrieved.

**Desktop Publishing:** the use of personal computers and application software combining text and graphics to design hard copy layout. Produces high-quality documents such as periodicals; newsletters; and other materials.

**Desktop Publishing System:** a combination of hardware and software products used for desktop publishing: including a computer; layout or page-formatting software; and a high-resolution output device, such as a laser printer.

**Disk:** see floppy disk; hard disk; or micro-floppy disk.

**Documentation:** a collection of documents or information which describes a computer program information system, or required data processing operations.

**DOS:** Disk Operating System. A collection of programs providing the Central Processing Unit [CPU] with specific instruction for transferring data from the disk to the computer and from the computer to the disk. Most commonly used DOS programs are those for formatting and copying (making back-up) disks.

**Electronic Mail:** the transmissions; storage; and distribution of text materials in electronic form over communication networks.

**File:** data arranged under a single title (such as Annual Report) in Random Access Memory (RAM) or on a disk.

**Floppy disk:** a magnetized mylar wheel used to store data and programs outside the computer Random Access Memory (RAM). Disks measure 5 1/4 inches or 3 1/2 inches in diameter and are sealed in a protective square cover which is lined with a software material that cleans the disk as it rotates.

**Font:** a group of type of one style and size.

**Format:** (also referred to as initialize). To prepare, via a program, a floppy disk to receive data according to the protocols of a particular Disk Operating System [DOS].

**Hard disk:** used to store data and programs outside of the computer's Random Access Memory [RAM]. Hard disk systems have faster read/write access times, high storage capacity, and a greater reliability than do floppy or micro-floppy disk systems.

**Hardware:** the physical components of a computer: the keyboard; printer; disk drive; Central Processing Unit [CPU]; monitor.

**High-level language:** programming languages designed for users to write instructions in English-like statements rather than machine language.

**Initialize:** see format.

**Input:** instructions or information going into the computer by keystroke; light pen; touch screen; mouse; or other device.

**K: Kilobyte:** 1024 bytes of memory.

**Kerning:** placing letters relatively closer to or further from each other, to make certain letter combinations look better.

**Laser Printer:** a printer that uses a laser beam to imprint page images onto paper.

**Layout:** the planning; design; and arranging of text and graphics on a page.

**Light Pen:** a hand-held optical character recognition device used for data entry into many types of terminals.

**Load:** to enter a program or data file into Random Access Memory [RAM] from an external source such as a disk drive.

**LAN:** Local Area Network. A communications network which typically uses cables to connect computers within a limited physical area such as an office building.

**Leader:** regularly spaced intervals of the same character, usually to lead the eye across the line, as the dots in a table of contents between the end of a title and the page number.

**Leading:** the extra space between lines of printed text. [Rhymes with heading.]

**Menu:** a list of command choices in a program displayed on the monitor for the user's convenience.

**Micro-floppy disk:** magnetized mylar wheel used for long-term storage of data and programs outside of the computer's Random Access Memory [RAM], encased in hard shells with a metal shutter to protect the disk from damage due to improper handling or dust. The disks measure 3 1/2 inches in diameter.

**Microprocessor:** a chip, often the Central Processing Unit [CPU], which is used to move data around or to perform calculations.

**Modem:** MOdulator-DEModulator. A device which makes it possible to transfer information between computers over telephone lines.

**Mouse:** a hand-operated device that lets you easily control the location of the pointer on the screen and make selections and choices with the mouse button. The mouse registers relative movement only; the operating system can tell how far the mouse has moved and in which direction, but not the mouse's absolute location.

**Optical Disc Storage:** a method of storing data which can be read by a laser. There are three main categories: prerecorded disks; disks that a laser drive can write on but not erase; and erasable disks.

**Operating System:** the program by which the Central Processing Unit [CPU] operates.

**Peripheral:** an auxiliary device, such as a printer or plotter, that works in conjunction with a computer.

**Program:** a set of instructions written in a computer language telling the computer how to process data or interact with peripherals.

**RAM:** Random Access Memory. The workspace of the computer into which a program and data can be loaded. Information can be read from or written into any part of the RAM almost instantly. RAM is temporary and of a limited size.

**READ:** the Central Processing Unit [CPU] reads or copies information from a disk to Random Access Memory [RAM]. An example is a program or data file.

**ROM:** Read Only Memory; permanent system instructions built into the computer on chips. The Central Processing Unit [CPU] can read the instructions in ROM, but cannot write new ones into it.

**Save:** a frequent command to the computer, directing it to store the contents of Random Access Memory [RAM] on a disk or other storage device.

**Scanner:** a device used to scan images and translate the images into a digitized form which can then be used by the computer.

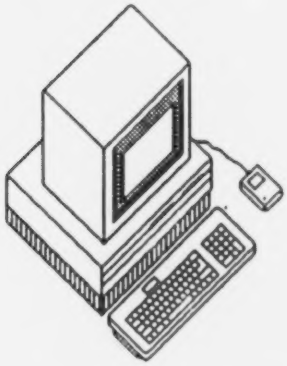
**Software:** computer programs; the instructions by which the machine operates, which includes both systems oriented programs [an example is DOS] and applications programs [an example is word processors.]

**Storage:** the keeping of data or programs. Generally storage implies keeping a file outside of Random Access Memory [RAM], on a disk or tape for long term storage.

**Telecommunications:** the transmission or reception of signals by electromagnetic means. Usually pertains to the transmission of computer signals over telephone lines.

**Write:** the Central Processing Unit writes, or enters, information from Random Access Memory onto a storage device such as a disk.

# Everyday Basic Skills



## Computer-Assisted Program

## Student Handbook

Name:

The computer system I use is:

My computer system contains the following hardware:

# The

# Everyday Basic Skills

# Computer-Assisted Education

Welcome to the world of computers. You are already a part of the computer world. the telephone you use is controlled by computer. Traffic lights on the roads you travel are controlled by computer, even your car may have a computer.

This section will help you to become more familiar with computers. You'll learn how to start the computer; how to use some computer programs and some new vocabulary.

We won't get into the technical languages of computers or teach you how to be a computer programmer. You need to take specialized training to learn about those areas. Instead, we hope that this section will make you more interested in computers and more able to understand what you hear and read about them. In addition, we hope you will enjoy your opportunity to use a computer to learn new things.

**What is a computer?**

A computer is a machine that does a lot of functions. It "processes information" that you give to it. A computer does not think by itself, but rather it operates according to instructions contained in a program, or set of instructions. This set of instructions gives the computer step-by-step directions to work on the type of job that you want it to do. For example, suppose you wanted the computer to send a letter to everyone in your class. Your set of directions would include how to find the names of the classmates; how to prepare the letter; and how you want the letter to be displayed (printed or on the video screen).

In order for the computer to use these directions, or program, you must give it some information, or data. You must input (put in) data such as your classmates names, and what the letter will say. The computer then processes the data, which means to follow the instructions on paragraphs, placement of date and names and the style of type to be used that was contained in the computer program.

The next step is the output, or a means of displaying the letter. This output could be displayed on the video monitor or sent through connecting wires to a printer.

There are three classes of computers:mainframes; minicomputers; and microcomputers. The group to which computer belongs depends upon its size; its cost; its computing power; and its uses.

The largest group is called a mainframe which can be so large that it occupies an entire floor of a building. Many people can work on a mainframe computer all at the same time and usually large businesses have mainframe computers.

Minicomputers are the middle size of computers. It can be used by several people at once and can do several different tasks at one time. Minicomputers are not as powerful as the mainframe computers and therefore are used by small businesses or single departments of large businesses.

Microcomputers are even smaller than minicomputers. A microcomputer is usually used by one person and sometimes is called a "personal" computer. Businesses will have one or more for use by their employees. The microcomputer can fit on a desk and perform several tasks at once. Some people have computers in their homes for their personal use. The computer you will be using in this class is a microcomputer.

You have already learned some of the new computer vocabulary. Let's review the new terms:

**Computer program** - a set of instructions to the computer on how to do certain tasks.

**Input** - to put information, or data, into the computer. This input can be typed in on a keyboard, recorded on a disk and read by the computer in a special disk holder or received by the computer from cables attached to another computer or a telephone line.

**Output** - the results of the computer processing the data according to special instructions contained in a computer program.

There are special parts that make up a microcomputer system. The following diagram describes the Macintosh (part of the Apple Computer system). There are other companies who also make microcomputers such as IBM, Tandy (Radio Shack) or Packard Bell to name just a few. Look at the diagram from the following pages that describes the Macintosh microcomputer system that you will be using.

**Computer System Vocabulary**

CPU - Central processing unit. This is the "brain" of the computer. Looking inside you will see a few boards with metal lines printed on them, and a number of small, oblong plastic objects with lots of legs (called "chips") coming out of each side. A few other small electronic parts are attached to the boards and plastic ribbons containing wires connect the internal parts.

Disk Drive - a device used to transfer information to or from computer memory. There are several kinds: floppy disk drive which holds disks sized 5 1/4; micro floppy disk drive which holds disks sized 3 1/2 enclosed in plastic; and hard disk drive which can store 5 times as much information and is internally attached to the computer. All disk drives can read information from disk and write information to disks using special read-write heads. Computer systems can have one or more disk drives.

Keyboard - used to input information to computer. Several kinds are available, and the most popular is similar to a typewriter.

Monitor - also called a video monitor. This device looks like a television screen and can produce images in green, yellow, black, white (referred to as monochrome or single color monitors) or images in colors.

Modem - a device that connects a computer to telephone lines which permits transfer of information between computers. Not all computers have a modem.

Printer - a device used to print output from a computer. There are many types of printers available and the features available depend on the price of the printer. Better quality printers have more special capabilities such as changeable type styles and faster printing speed.

It is important that all the hardware components planned for use in the same microcomputer system be compatible. This means that disk drives, printers, monitors are designed to be used with an Apple system or the IBM system, depending upon which system you are using. Compatibility is very important for software also. The Apple software will not operate on an IBM system (although special software and hardware are becoming available to permit this exchange). IBM system software will not operate on an Apple system. The reason for this incompatibility is due to the DOS (Disk Operating System) which is different for each system. The difference is caused by the different micro chips (small plastic parts with lots of little legs) found in each system. Be sure to use the correct software with your computer system. If you have any questions, ask your instructor for assistance.

# About Software

**Software:**
A program, (a set of instructions), that directs the computer to perform a particular task, such as data-base management or word processing.

**Use Of Disks:**
Disks are used to record program instructions and data. The disk is made of flexible mylar coated with a magnetic recording substance and enclosed in a plastic covering to protect it. The disk drive has a read/write head which reads and writes information from and to the disk. The common disk sizes are 5 1/4 inches and 3 1/2 inches. Disks can store information on one or both sizes, depending upon the type of disk drive.

A disk should be place in a drive with the label up and the label held between the fingers when placing into the disk drive.

**Write-Protect Notch:**
A disk usually has a write-protect notch located on the top left side. This notch allows the computer to write, or save information onto the disk. If the notch is covered, information on the disk cannot be changed. Disks that are 5 1/4 inches have a cut out in the plastic covering that can be covered with a paste-on protective tab. Disks that are 3 1/2 inches have a sliding tab that covers the notch and can be slid up and down as required. If the write-protect notch is covered, information can only be read off the disk into RAM [random access memory]. This covering prevents accidental damage to the instructions or data on the disk. Software programs may be sold without a write-protect notch so that program instructions may not be altered or damaged.

**Back-up Disks:**
Make back-up copies of all disks, in case of damage or loss. Always store the back-up disks in a different place from the original disks.

**Care of Disks:**
- Never bend or apply pressure to the disk.
- Use a felt-tipped pen and press VERY LIGHTLY when labeling a disk. Using a ballpoint pen or pencil can damage the disk.
- Never touch the exposed parts of the disk. This is the material visible in the read/write access slot. Fingerprints can damage the disk and make it unreadable.
- ALWAYS replace a 5 1/4 inch disk in the protective sleeve after use. Do not remove the sliding metal protective cover on the 3 1/2 inch disk. Dust may damage unprotected disks.
- NEVER drink or eat around computers. Spills are dangerous.
- Disks are sensitive to extreme heat or cold. Keep disks away from direct sunlight or intense heat sources.
- Disks are sensitive to magnets and magnetic fields. Do not lay disks on top of the monitor; power supply; or near telephones; adding machines; or speakers on radios. The disk may be demagnetized and the information on the disk will be destroyed.
- Never walk through a metal detector while carrying a disk. Disks can also be damaged by the metal detectors at airports, libraries, etc.
- Provide smoking areas away from the computer area, since smoke can damage a disk.
- Store disks in a protective disk box.

# Formating and Backing Up ProDOS Disks

**Preparing a Data Disk for Use:**
A new disk is completely blank. Before a disk can be used, it must be prepared to receive the information. This preparation is called "formatting" or "initializing." During this process, the disk is divided into tracks and sectors which is the format necessary for the disk to receive information.

## Pro-DOS

ProDOS is the DOS [Disk Operating System] which is used to format disks for the Apple IIe, and Apple GS computers. The Macintosh LC computer must be in Apple II partition in order to format a Pro-DOS disk. A 3 1/2 disk or a 5 1/4 disk can be formatted.

**Formating a Disk Using Pro-DOS.**
The formatting process is used for two purposes:

- to prepare a new disk for use.
- to recycle an old disk (all of the information on the old disk is erased when a disk is reformatted.)

Follow these steps to format a disk for the Apple GS computer system using two disk drives.

1. Load ProDOS into the computer
   - Place the ProDOS disk in drive 1 and close the door.
   - Turn on the computer.
   - Screen will show the ProDOS main menu options,

2. Load the ProDOS File (Utilities) into the computer.
   - **Type F#**.

3. Select the Volume Commands Program.
   - **Type V**

4. Select the Format a Volume Command
   - **Type F**

5. You will see the format screen.
   - To accept the default option, press RETURN when you see the blinking 6. (The disk controller card is located in slot 6 in the computer.)
   - To indicate that the disk to be formatted will be in drive 2, **Type 2.** Place the disk to be formatted in drive 2.
   - **Type/(disk name)**
   - Press **Return** to begin the formatting. If the message **DESTROY/(Disk Name)** appears, this means that the disk to be formatted has been used before. Check to make sure that you do not need anything on the disk and proceed with the formatting by typing **Y.**

6. When the FORMAT COMPLETE message appears
   - If you wish to format another disk, return to Step 5.
   - If you are finished formatting, press ESC twice and then select **Q** to exit.

## Backing-Up A Disk Using ProDOS

The back-up process is used to make duplicate copies of disks for protection purposes. When using a new program disk for the first time, it is a good idea to make a back-up copy.

It is not necessary to format the disk that will become the back-up copy. The format instructions are part of the copy program.

Follow these steps to format a disk for the Apple GS computer system using two disk drives.

1. Load PRODOS into the computer.
   - Place the ProDOS disk in drive 1 and close the door.
   - Turn on the computer. Screen will show the ProDOS Main menu options.

2. Load the ProDOS file (utilities) into the computer.
   - **Type F**

3. Select the Volume Commands Program.
   - **Type V**

4. Select the Copy a Volume Command.
   - **Type C**

5. You will see the Copy A Volume Screen.
   - Press **RETURN 4 times** to accept the default option.
   - Place the disk to be copied in drive 1.
   - Place the disk that will become a back-up in drive 2.
   - Press **RETURN** again to accept the same volume name for the new disk and the copying will begin.
   - When the name of the disk appears at the prompt: New Volume Name:, press: **Return** If the message DESTROY/(disk name)? (Y/N) appears, this means that the disk to be formatted has been used before. Check to make sure that you do not need anything on the disk and proceed with formatting by typing **Y**.

6. When the FORMAT COMPLETE message appears
   - If you wish to format another disk, return to Step 5.
   - If you are finished copying, press **ESC** twice and then select **Q** to exit.

# Formatting and Backing Up Macintosh Disks

**Preparing a Data Disk for Use:**
A new disk is completely blank. Before a disk can be used, it must be prepared to receive the information. This preparation is called "formatting" or "initializing." During this process, the disk is dived into tracks and sectors which is the format necessary for the disk to receive information.

## MACINTOSH SYSTEM

Macintosh has its own system which is used to operate the computer. This system is different from MS-DOS or ProDOS.

### Formatting a Disk Using the Macintosh.

The formatting process is used for two purposes:

- to prepare a new disk for use.
- to recycle an old disk. All the information on the old disk is erased when a disk is reformatted.

Follow these steps to format a disk for the Macintosh computer.

1. Turn on the computer. Wait for the desktop (a gray screen with small pictures called icons located in the right corner, and a strip across the top of the screen showing a small apple on the left, and the words File, Edit, View, Special).

2. Insert the disk to be formatted into the internal disk drive (the disk drive located in the computer).

3. After a moment, you will see a message on the screen:

"This disk is unreadable:
Do you want to initialize it?"

Eject    one-sided    two-sided

4. **Click** on "two-sided" and the computer will respond with another message box:

"Please name this disk:"
A black rectangle will be available for you to type the name.

5. **Type** the name you have selected for the disk and **click** the box marked "OK"

6. The computer will initialize the disk automatically.

## Backing up a Macintosh Disk

The backing up process is used to protect the work completed by storing the copy in a safe place. A backup copy of a document is insurance against damage to the original. Taking a few seconds to back up a valuable document can save much despair and many hours of extra work.

Follow these steps to back-up a disk using two disk drives:

1. Make sure the System Startup disk is open with its window visible on the screen. If it is not open, open it now.

2. If your computer has only one floppy disk drive (one slot to insert disks), insert the disk to be copied in the disk drive.
When the icon of the disk appears, hit : **Control, Shift , #1 , keys together.** This command ejects the disk but keeps the icon on the desktop so that it may be copied.
Then follow instructions in step 3.

If you have two floppy disk drives. 1 drive is used for the disk to be copied, the other drive is used for the blank disk. If you do not have an empty drive, follow the directions below to eject a disk from the second disk drive. This command removes the icon of the ejected disk from the desktop and ejects the disk.

Here's how to eject a disk in a two disk drive system in order to copy a disk.

- If it is not already selected, **click** the icon of the disk to be ejected to select it.
- **Choose Eject from the File menu.**
- When the disk pops out of the drive remove it from the computer.

3. Insert a blank floppy disk into a disk drive.
    - A blank unformatted disk may be used. The computer will ask if you want to initialize it. Follow previous directions to initialize.

4. **Select the icon of the disk to -be-copied by clicking on the icon and holding the mouse button down.**
    - **Drag the icon of the disk to be copied over to the icon of the back-up disk.** Be sure the icon of the back-up disk turns black when the pointer touches it. You may have to shift the icon around slightly to position it so the back-up disk icon turns black.
    - **When the icon of the disk to-be-copied is in the correct position over the black icon of the back-up disk, release the mouse button.**
    - A message box will appear telling you that the coping process is starting.
    - If you have only one disk drive, the computer may eject one disk and ask you to insert another. Follow the instructions on the screen to complete the coping process.

# Technical Glossary

**Alphanumeric key:** a key that, when tapped, produces a letter, punctuation, or number on the monitor screen.

**Application software:** programs designed to handle specific types of information and achieve useful results or answer problems. For example: database management; word processing, spreadsheets.

**ASCII:** American Standard Code for Information Interchange; the standard code used to transmit information within, to, and from computers.

**Back-up:** a copy of a program or data file made by the user onto a separate storage floppy disk or hard disk, so that the copy will be preserved against possible loss or damage to the original.

**BASIC:** Beginners All-purpose Symbolic Instruction Code. A high-level computer language, standard on most microcomputers.

**Baud:** a bit of measurement used to specify the speed of data transmission in one second intervals. Usually used in reference to telecommunications.

**Bit:** the smallest unit of code for information occurring either as a 1, which indicates the presence of voltage, or as a 0 (zero), which indicates the absence of voltage.

**Boot:** to load a new program into Random Access Memory [RAM]. May be done "warm" (with computer on) or "cold" (with computer just starting.)

**Byte:** measurement of storage. A string of bits, generally eight, which is often used to represent a single character.

**CD-ROM:** Computer Disk Read Only Memory. A disk encased in a plastic coating which is "pitted" with electronic data and has an ultra-high density storage capacity which is read by a laser. Cannot be changed by the user.

**Compatibility:** software compatibility refers to the ability to run programs on a variety of computers. Hardware compatibility means that various components may be connected directly. For example: software written for Apple computers is not compatible with IBM computers.

**Control key:** (1) a key which when pressed initiates some kind of physical control action but which isn't printed on the output page. For example: line feed; tabs; paragraph indentation. (2) sometimes used in conjunction with other keys in order to define unique commands.

**CPU:** Central Processing Unit; the "brain" of the computer. The chip that orders information and directs it around the computer.

**CRT:** Cathode Ray Tube. Used for video display on a screen.

**Cursor:** the line;flashing box; or other blinking symbol that appears on the monitor to show where the next keystroke will appear.

**Data:** information input to a computer system and is then processed by a mathematical and logical operation so that it can ultimately be outputted in a sensible form .

**Database:** a collection of like records of information (examples are: mailing addresses; client names; book listings) that can be flexibly organized;sorted; reordered; or selectively retrieved.

**Desktop Publishing:** the use of personal computers and application software combining text and graphics to design hard copy layout. Produces high-quality documents such as periodicals;newsletters;and other materials.

**Desktop Publishing System:** a combination of hardware and software products used for desktop publishing: including a computer; layout or page-formatting software; and a high-resolution output device, such as a laser printer.

**Disk:** see floppy disk; hard disk; or micro-floppy disk.

**Documentation:** a collection of documents or information which describes a computer program information system, or required data processing operations.

**DOS:** Disk Operating System. A collection of programs providing the Central Processing Unit [CPU] with specific instruction for transferring data from the disk to the computer and from the computer to the disk. Most commonly used DOS programs are those for formatting and copying (making back-up) disks.

**Electronic Mail:** the transmissions; storage; and distribution of text materials in electronic form over communication networks.

**File:** data arranged under a single title (such as Annual Report) in Random Access Memory (RAM) or on a disk.

**Floppy disk:** a magnetized mylar wheel used to store data and programs outside the computer Random Access Memory (RAM). Disks measure 5 1/4 inches or 3 1/2 inches in diameter and are sealed in a protective square cover which is lined with a software material that cleans the disk as it rotates.

**Font:** a group of type of one style and size.

**Format:** (also referred to as initialize). To prepare, using a program, a floppy disk to receive data according to the rules of a particular Disk Operating System [DOS].

**Hard disk:** used to store data and programs outside of the computer's Random Access Memory [RAM]. Hard disk systems have faster read/write access times; high storage capacity; and a greater reliability than do floppy or micro-floppy disk systems.

**Hardware:** the physical components of a computer: the keyboard; printer; disk drive; Central Processing Unit [CPU]; monitor.

**High-level language:** programming languages designed for users to write instructions in English-like statements rather than machine language.

**Initialize:** see format.

**Input:** instructions or information going into the computer by keystroke; light pen; touch screen; mouse; or other device.

**K: Kilobyte:** 1024 bytes of memory.

**Kerning:** placing letters relatively closer to or further from each other, to make certain letter combinations look better.

**Laser Printer:** a printer that uses a laser beam to imprint page images onto paper.

**Layout:** the planning; design; and arranging of text and graphics on a page.

**Light Pen:** a hand-held optical character recognition device used for data entry into many types of terminals.

**Load:** to enter a program or data file into Random Access Memory [RAM] from an external source such as a disk drive.

**LAN:** Local Area Network. A communications network which typically uses cables to connect computers within a limited physical area such as an office building.

**Leader:** regularly spaced intervals of the same character, usually to lead the eye across the line, as the dots in a table of contents between the end of a title and the page number.

**Leading:** the extra space between lines of printed text. [Rhymes with heading.]

**Menu:** a list of command choices in a program displayed on the monitor for the user's convenience.

**Micro-floppy disk:** magnetized mylar wheel used for long-term storage of data and programs outside of the computer's Random Access Memory [RAM], encased in hard shells with a metal shutter to protect the disk from damage due to improper handling or dust. The disks measure 3 1/2 inches in diameter.

**Microprocessor:** a chip, often the Central Processing Unit [CPU], which is used to move data around or to perform calculations.

**Modem:** MOdulator-DEModulator; a device which makes it possible to transfer information between computers over telephone lines.

**Mouse:** a hand-operated device that lets you easily control the location of the pointer on the screen and make selections and choices with the mouse button. The mouse registers relative movement only; the operating system can tell how far the mouse has moved and in which direction, but not the mouse's absolute location.

**Optical Disc Storage:** a method of storing data which can be read by a laser. There are three main categories: prerecorded disks; disks that a laser drive can write on but not erase; and erasable disks.

**Operating System:** the program by which the Central Processing Unit [CPU] operates.

**Peripheral:** an auxiliary device, such as a printer or plotter, that works in conjunction with a computer.

**Program:** a set of instructions written in a computer language telling the computer how to process data or interact with peripherals.

**RAM:** Random Access Memory; the workspace of the computer into which a program and data can be loaded. Information can be read from or written into any part of the RAM almost instantly. RAM is temporary and of a limited size.

**READ:** the Central Processing Unit [CPU] reads or copies information from a disk to Random Access Memory [RAM]. An example is a program or data file.

**ROM:** Read Only Memory. Permanent system instructions built into the computer on chips. The Central Processing Unit [CPU] can read the instructions in ROM, but cannot write new ones into it.

**Save:** a frequent command to the computer, directing it to store the contents of Random Access Memory [RAM] on a disk or other storage device.

**Scanner:** a device used to scan images and translate the images into a digitized form which can then be used by the computer.

**Software:** computer programs (the instructions by which the machine operates), which includes both systems oriented programs [an example is DOS] and applications programs [an example is word processors.]

**Storage:** the keeping of data or programs. Generally storage implies keeping a file outside of Random Access Memory [RAM], on a disk or tape for long term storage.

**Telecommunications:** the transmission or reception of signals by electromagnetic means. Usually pertains to the transmission of computer signals over telephone lines.

**Write:** the Central Processing Unit writes, or enters, information from Random Access Memory onto a storage device such as a disk.

#1.

## Types of Goals

Long range goals are goals that cover the next 1-5 years. They are concerned with the overall life you wish to live; including the type of job you want, whether or not you wish to be married; and the general situation in which you wish to live. The "Perfect Day" is an example of a long range goal 5 years from now.

Medium range goals cover the next 6 months to one year. They cover the particular kind of training or education that you are seekingor the next step in your career. Taking the 5 year goal of one "Perfect Day," you can decide what needs to be done each year to accomplish the 5 year goal.

List the things in each area separately:
work responsibilities;
where you want to live;
what you will be doing;

Complete the work responsibilities section first, then at some later time you can complete the other sections.

Short range goals are the goals for the next 1-6 months. These are very specific. These goals should include a specific time frame for completion. For example: I want to work on computers (in 5 years.) I need to take courses on how to operate the computer (1-2 years.) I need to take a course to learn to type so I can work on the computer courses. A typing course might take 10 weeks. This is almost 3 months, so you will need to take a typing course in the next 6 months. A short range goal is to take a 10 week course in typing.

Mini-goals are those from now to one month. What do I need to do to reach my short term goal. List the action you can take now and within the month to get you on your way.

Example: Short term goal is to learn to type.

Mini-goal is where can I go to learn to type?

#2.

## Action Step in Goal Setting

Breaking down goals into action steps is necessary in order to achieve goals by specific dates. Select one specific area of long term goals and answer the following questions:

1. What is the long term goal? (5 years.)
   Example: Work on computers.

2. What is the medium goal? (1 year.)
   Example: Learn computer software programs.

3. What is the short term goal? (1 to 6 months.)
   Example: Learn to type.

4. What is the mini-goal? (from now to one month.)
   Example: To find a place that teaches typing and to enroll in the course.

Questions to be answered in setting up action steps:

1. What do I want to do?

2. How long will I need to do this?

3. Where will I need to do this?

4. What are the steps I will need to follow?
   (These are actually mini-goals.)

5. Are there any problems I might have in doing this?

6. How will I overcome these problems?

7. What time schedule should I set to achieve my mini-goal? Be very specific.

#3.

## Action Steps in Goal Setting

This exercise helps you to break down the achievement of your goals into specific steps. Use the following format. In relation to your three life goals, consider what would be the action steps required in order to achieve those goals.

**1. Goal:**

I believe the following action steps will help me reach that goal:
a.
b.
c.

**2. Goal:**

I believe the following action steps will help me reach that goal:
a.
b.
c.

**3. Goal:**

I believe the following action steps will help me reach that goal:
a.
b.
c.

# 4

## The Rock Race

Goals, like heavy rocks, take a lot of energy to move from one place to the next. The Rock Race helps you to look at how those rocks (goals) can be achieved. Follow the directions to complete this exercise.

Directions: The Rock Race suggests that you appoint one rock for each goal that you want to achieve. Place them on the starting line. ( See chart below).

To move that rock closer to the finish line, you must carry it there by first stating and acting on an objective that will, when you complete it, bring you closer to your chosen goal.

There may be one or two objectives that will bring you to the realization of your goal, or there may be many objectives. In the case of stating a goal that has many objectives, it is useful to break down that goal into several small goals. You may use another piece of paper to break down the goal into several smaller goals.

Write the objectives into statements that are realistic and able to be achieved. For example: a goal statement of becoming a secretary. This goal would have several parts: you would need to be able to type and perhaps to use a computer. You might also need specialized training; for example, if you were to become a medical secretary. This is an example of a realistic and achievable goal. Stating the time frame during which you plan to achieve this goal is also suggested. The more specific your objectives (and goals) are, the better you will feel about them. You won't be overwhelmed and become discouraged because your objectives and goals seem too large to be completed.

Make a chart, like the one below, of your goals. As you achieve the objectives that reach towards the final goal, cross them out and move that rock closer to the finish line. Remember to reward yourself in some positive way for every achievement.

When you complete one goal, you can than put another one in its place.

THE ROCK RACE

FINISH LINE-(GOAL ACHIEVED) ______________________________

OBJECTIVES
5.
4.
3.
2.
1.

______________________________ STARTING LINE

GOALS (ROCKS) ○ ○ ○ ○ ○

#4A

# Obituary Exercise

This exercise asks that you think through your goals and then look at what your life would be like if those goals had been reached.

Do the following steps:

1. Assume that you will realize all the goals you had when you first decided to take this class.
2. Assume that you will live to be 100 years old.
3. Write your obituary. Be sure to include cause of death, life's accomplishments and persons who will survive you.
4. Share your obituary with your group or class as your instructor directs.

Use the bottom of this page to write your obituary.

#5 A.

## Plan of Action

Learning to be very specific about what steps to take in accomplishing your goals is important. In order to help you to focus on the action steps to take, answer the following questions.

1. What occupation would you like to work towards at this time?

2. In order to accomplish this goal, what changes would you have to make at home?

3. What changes would you have to make on your job ?(if you have a job now.)

4. Can you do this on your own or do you need help? Specify what type of help you would need. (Example: money, additional education.)

5. Where can you get this help? If you do not know where to get the help, where would you look?

6. Consider these changes that you would have to make as immediate goals. What is your most important immediate goal?

7. Are there any hindrances to prevent you from beginning to make these changes? If so, what are they?

8. What can you do to overcome these hindrances?

9. What action do you plan to take? When do you plan to start?

#5.

## From General to Specific

Directions for instructor: Give each participant 9 sheets of paper. On the top of each paper list the following titles. Allow 45-60 minutes for completion of each page. Have them share the results in groups of three or four persons.

1. Lifetime goals as you see them today.

2. How would you like to spend the next 5 years?

3. If I know I have only 6 months to live, what would my goal be?

4. A narrow list of goals to about 9 goals or less which are important to me at this time.

5. Determine 3 long-term goals out of the 9 or less already selected.

6. Define activities towards reaching the goals.

7. Cross off any activity you will not spend at least 5 minutes on during the next week.

8. Participants should now have a list of goals on which they are willing to spend time during the next seven (7) days.

9. Finally, use a weekly planner to assign a date, time and prioritize the list of goals in the way they need to be achieved.

#6.

## Who Am I?

**Directions:** Below you will find a series of statements which complete the sentence, "I am a person who. . . " Read each statement and decide how much it describes you. In making your decision, compare yourself with the majority of people your own age. Just write a number from 0 to 10 to describe how much the statement describes you. A "0" would mean that the statement does not describe you at all. A "10" would meant that the statement describes you perfectly.

Example: I am a person who . . . ___3____ really likes to cook.

This would describe someone who has little interest in cooking.

Be honest in your answers. This is not a test.

I am a person who . . .

_____1. gets tired at what I am doing.

_____2. is, usually, satisfied with myself.

_____3. is as good looking as most people.

_____4. doesn't talk much in social situations because people might laugh at me.

_____5. can learn things about as quickly as others can.

_____6. has a number of good abilities.

_____7. at times, I think I am no good at all.

_____8. has a lot of things I would change about my looks.

_____9. is fun to be with.

_____10. has difficulty paying attention in classes.

_____11. is able to do things as well as most other people.

_____12. can be depended upon.

_____13. who is not too tall or too short.

_____14. tends to be what other people expect me to be rather than who I really am.

_____15. can usually remember things I hear in class.

_____16. has good ideas about some things.

_____17. has a pretty mixed up life.

_____18. worries a lot about my health.

_____19. is as popular as most other people.

Handout #6 page 2.

_____20. gets upset when teachers ask me questions in class.

_____21. can't solve puzzles or story problems easily.

_____22. is not usually bothered by things.

_____23. is not too thin or too fat.

_____24. other people pick on a lot.

_____25. usually gets upset when I have to take a test.

_____26. has trouble thinking good things about myself.

_____27. has a pretty low opinion of myself.

_____28. is too small and not very well built.

_____29. feels that I make friends easily.

_____30. usually gets my work done on time.

## Scoring

There are five scales on this questionnaire. To obtain your scores add the numbers you gave each positive and negative item in each scale.

| Positive | Self -Concept Scale | Negative | Score |
|---|---|---|---|
| Ques. 2,12,22 ______P | In General, I am a person | 7,17,27 ______N | P-N = ____ |
| Ques. 6,11,16______P | Thinking Abilities | 1,21,26______N | P-N=____ |
| Ques.3,13,23______P | Physical Appearance | 8,18,28______N | P-N=____ |
| Ques.9,19,29______P | Social Relationship | 4,14,24______N | P-N=____ |
| Ques.5,15,30______P | Class & Studying | 10,20,25_____N | P-N=____ |

Add the columns to obtain a total self concept score Total=_________

Our self concept is the way we feel about ourselves. The total score shows your thoughts and feelings about yourself. The higher your score, the higher your opinion of yourself in that area. The highest possible score on any of the columns is 30. The highest possible total score is 150. A low overall score might be 60 or below. A low score on any one of the columns might be 10 or below.

Thinking positive (good thoughts) or negative (unhappy thoughts) about different areas is to be expected. Not everyone feels the same about everything. Self concepts are important to understand because they may be the reason why we do many of the things we do and make the choices we do. A person who has a low self concept in physical appearance probably would not enter beauty contests. However, these scores are only to be used as guides to understanding ourselves. Just because a score may be low is not a reason to be upset with yourself. How you were feeling today when you scored how you think and feel about yourself has a impact on how high you may have placed the score. Tomorrow you might feel differently.

Self concept is not the same as abilities. You may be able to do something quite well, but at the same time have a very low opinion of yourself in that area. For example, you may play a musical instrument very well, but you are not happy to play in public. It depends upon what experiences you may have had when you did play music in public.

Read back over the questionnaire items to find the areas you might want to change. Ask your friends who know you very well if they would agree with the way you see yourself. Sometimes other people see us differently. If your scores are very low, talk to the instructor for additional information on how to improve your scores.

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#7.

## Problem Solving Style

**Directions:** The purpose of this questionnaire is to give you an opportunity to determine your problem solving style. For each of the following situations, choose the statement which most closely fits the manner in which you would act. There are no right or wrong answers. Sometimes all three answers would describe your behavior.

1. When faced with finding a solution to a challenging task. . .
_____A. I have extreme difficulty being satisfied with my solutions.
_____B. I feel compelled to try a number of different solutions before deciding on one answer.
_____C. I seek a solution and usually find one as quickly as possible.

2. When faced with a complicated problem. . .
_____A. I seek a large number of possible solutions.
_____B. I examine a number of solutions, but then settle on the one or two best solutions.
_____C. I usually find one solution quickly and stick with it.

3. When faced with a problem. . .
_____A. I let my mind wonder about all the possible ways of solving the problem.
_____B. I look many ways, examine all I know to solve the problem and decide.
_____C. I attempt to solve the problem quickly by applying my knowledge to the problem.

4. If "something" is running smoothly. . .
_____A. I am likely to tinker with its operation.
_____B. I am likely to continuously look for ways in which it might be improved.
_____C. I am likely to leave it alone.

5. When faced with a real crisis. . .
_____A. I usually find that I can separate myself and not get too involved in it.
_____B. I usually feel torn between being detached from the situation and being involved in it.
_____C. I usually involve myself in the situation until it is solved.

6. When someone presents me with a personal concern. . .
_____A. I usually keep my distance and let the person solve the problem.
_____B. I usually keep from getting emotionally involved, yet I want to share my opinion.
_____C. I usually feel compelled to tell the person how to resolve the problem.

7. In solving problems. . .
_____A. I usually wonder if I can arrive at a satisfactory solution.
_____B. I usually wonder if I can solve the problem then know that I can solve the problem.
_____C. I usually know that no problem is too large for me to find some solution.

8. In new learning situations. . .
_____A. I am usually very relaxed.
_____B. I am relaxed but attentive to what is happening.
_____C. I am very attentive to the point of sometimes being upset.

9. When I am working with other people to solve a problem. . .
_____A. I share my ideas but willingly go along with the others.
_____B. I share my ideas, listen to other people's ideas, and insist that all ideas are considered.
_____C. I usually believe that my ideas are better.

## Scoring

To find your score, count the number of A's circled and multiply by one. Count the number of B's circled and multiply by two. Count the number of C's and multiply by three. Add the three scores to find your problem solving score.

Number of A's = ____________times 1 = ______________________
Number of B's = ____________times 2 = ______________________
Number of C's= ____________times 3 =______________________
Total ____________= Problem Solving Score

Locate your problem solving score on the scale below by circling the number which is the same as your total score.

| | |
|---|---|
| Open Approach | 9 10 11 12 13 14 15 |
| Reflective Approach | 16 17 18 19 20 21 |
| Focused Approach | 22 23 24 25 26 27 |

People attempt to solve problems in many different ways. Those people who use an open approach attempt to see all possible solutions. People who seek answers as quickly as possible are using a focused approach. The reflective approach is the examination and evaluation of a number of possible solutions and alternatives. Most of the time, the situation will decide which approach is best to use. For example, if your house is on fire, you would not sit down to study which would be the best approach to put out the fire, you would use an fast solution--call the fire department. However, if you were deciding upon where to live, or what job you might want, a reflective problem solving style is recommended.

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#8

## C.R.E.A.T.E

### Creativity Remains Exciting and Teaches Effectively.

Directions: The purpose of this exercise is to help you to create study aids. As you go through this exercise, you will use words to develop memory aids. You should try to write as many sentences as you can using the letters of each of the given words.

Examples: FOIL - Free Oil Is Likely; Funny Old Isabel Laughed.
Day - David Always Yells; Daffodils Are Yellow.

Try to find words for each of the letters in the following words:

1. SAD ------------------------------------------------------------
2. LIP ------------------------------------------------------------
3. TEN ------------------------------------------------------------
4. CANE ------------------------------------------------------------
5. MIST ------------------------------------------------------------
6. TAPE ------------------------------------------------------------
7. FIRST ------------------------------------------------------------
8. GROWTH ------------------------------------------------------------
9. DOG ------------------------------------------------------------
10. CAT ------------------------------------------------------------

#9

# How Do You Learn?

Directions: The purpose of this inventory is to help you assess your learning style. There are no right or wrong answers. For each question, put the number that best describes your answer on the line in front of the number.
(1) = Almost never. (2) = Rarely. (3) Sometimes. (4) Frequently. (5) Almost Always.

_____ 1. I like using my hands when learning about something.
_____ 2. I like seeing how a task is done before I try it.
_____ 3. I would rather learn about the news listening to the radio than reading about it.
_____ 4. I listen to the tone of the speaker's voice for the meaning.
_____ 5. When someone is talking, I get a lot out of how that person uses gestures.

_____ 6. When people introduce themselves, I try to visualize their names.
_____ 7. I would rather participate in an activity than watch others do it.
_____ 8. I tune a radio more by sound than by the numbers on the dial.
_____ 9. When someone gives me a complicated problem, I prefer to see it on paper rather than hear about it.
_____10. I prefer classes in which I am actively doing something.

_____11. For me, doing is learning.
_____12. For me seeing is believing.
_____13. I choose my clothes by the way they feel on me.
_____14. I visualize events, places, and people.
_____15. I depend upon the radio for keeping up with what is happening in my community.

_____16. I like to explore objects by feeling their texture, shape, etc.
_____17. I would rather watch an athletic event than participate in it.
_____18. I learn best when I can discuss my ideas with others.
_____19. I learn best from teachers who have distinctive voices, speaking and lecturing styles.
_____20. I can tell more about persons from hearing their voices than from seeing them.

_____21. I like reading books that have pictures better than books with no pictures.
_____22. I enjoy classes in which teachers use many visual aids.
_____23. I would rather listen to cassette tapes than read.
_____24. I like classes that have planned activities and experiments.
_____25. I am interested in sounds.

_____26. Listening to music is one of my favorite things to do.
_____27. The things I remember best are things in which I have participated.
_____28. In trying to remember where I left something, I visualize where I placed it.
_____29. Learning only has meaning for me if I get a chance to try it.
_____30. When learning, I like to sit back, listen and absorb what is being said.

## SCORING

Each of us has different ways of learning. Some people like to learn by watch others and seeing how a task is done.[Visual] Other people prefer to listen and then talk about the task. [Auditory] Still other people prefer to learn by trying to do things by themselves.[Kinesthetic] You can learn more about your learning style by transferring the numbers to the chart below and then totalling the columns.

| | Visual | Auditory | Kinesthetic |
|---|---|---|---|
| | 2_____ | 3______ | 1______ |
| | 5_____ | 4______ | 7______ |
| | 6_____ | 8______ | 10______ |
| | 9_____ | 15______ | 11______ |
| | 12_____ | 19______ | 13______ |
| | 14_____ | 20______ | 16______ |
| | 17_____ | 23______ | 18______ |
| | 21_____ | 25______ | 24______ |
| | 22_____ | 26______ | 27______ |
| | 28_____ | 30______ | 29______ |
| TOTAL | _____ | ________ | ________ |

Look at the totals in the three columns above. The highest number shows your learning style. If two numbers are close together, that means you have two styles of learning and then have a multi-sensory learning style. With a multi-sensory learning style, you can learn using visual or auditory methods. This can be useful when you have to study; you can use your learning style to help you study. For example: if you know that you have an auditory learning style and a visual learning style, you can study by reading the material into a tape recorder and listening to the tape. This method will use both of your learning styles.

Discuss with the class other ways of taking advantage of your learning style.

#10

## How Do You Study?

Directions: This questionnaire will help you learn how you study. This is not a test. There are no right or wrong answers. Read each question carefully and put the number on the line in front of the question number that best describes your answer.
(1) = Almost never. (2) = Rarely. (3) = Sometimes. (4). Frequently. (5) Almost Always.

_____1. I study on a regular basis.
_____2. I take good notes in class and while studying.
_____3. I am careful on tests.
_____4. I think about other things when I am studying.
_____5. I am a fast reader.

_____6. I complete my written assignments on time.
_____7. I keep up on my reading assignments.
_____8. I am satisfied with the amount of time I spend studying.
_____9. I review my notes after a class.
_____10. I go into tests well prepared.

_____11. Every little noise bothers me when I'm studying.
_____12. I understand what I read.
_____13. I keep up to date with my assignments in class.
_____14. I go to classes well prepared, having done the assignments needed.
_____15. I set time goals to complete certain assignments within a certain time when I study.

_____16. I take notes without any difficulty.
_____17. I try to determine which questions might be asked on a test when I study for the test.
_____18. I daydream in class.
_____19. I use the books and other items in the library to help me when I study.
_____20. I study even when I don't have a specific assignment.

_____21. I make outlines of what I need to do before I begin a project.
_____22. I make good use of my study time.
_____23. I can easily keep up with class discussions.
_____24. When I have to write an essay, I mentally outline what I want to say before I write it.
_____25. I have a problem keeping my attention on studying.

_____26. I remember most of what I read.
_____27. I plan my study time.
_____28. I study regularly rather than just before exams.
_____29. I use some of my free time to review lessons or to read ahead in classes.
_____30. I frequently go over my class notes.

_____31. I test myself on class material to make sure I know it.
_____32. I feel that my study time does not accomplish anything.
_____33. I like to read and find it exciting.
_____34. I have a certain way I like to review my class notes.
_____35. I stay with my studying until I understand the lesson.

## SCORING

There are seven different characteristics of studying: Time Usage; Note Taking; Test Preparation; Reading; Organization; Persistence; and Concentration. If you have a high score [between 5 and 25] on the first 6 characteristics, this indicates strength in these areas. On the seventh characteristic, Concentration, a low score [below 10] indicates strength. Transfer the numbers to the chart below and total the columns to get your score.

| Time Usage | Note Taking | Test Taking | Reading | Organization | Persistence | |
|---|---|---|---|---|---|---|
| 1_____ | 2_____ | 3_____ | 5_____ | 6_____ | 7_____ | |
| 8_____ | 9_____ | 10___ | 12___ | 13___ | 14___ | |
| 15___ | 16___ | 17___ | 19___ | 21___ | 20___ | |
| 22___ | 23___ | 24___ | 26___ | 27___ | 28___ | |
| 29___ | 30___ | 31___ | 33___ | 34___ | 35___ | |
| ----- | ----- | ----- | ----- | ----- | _____ | Totals |

Scores in the above characteristics ranging from 5-25 show s strength in that area.

Concentration
4_______
11______
18______
25______
32______

Scores in this category should be low. A score below 10 shows strength in this area. The higher the score, the less strong you are in this area.

Understanding where your strengths and weaknesses are in studying will help you to make changes where needed. If you are unsure of how to change some of your weaknesses, talk it over with your instructor.

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#11

## Humorous Step By Step Description of My Morning.

I awoke this morning to the smell of burning coffee. Leaping to my feet, I ran down the hall to the kitchen where I found the automatic coffee maker merrily bubbling hot coffee all over the counter. Before I went to bed last night, I had placed the coffee pot in position to catch the freshly brewed coffee as it poured out . However, sometime during the night, the coffee pot had leaped into the air and landed on the floor leaving the freshly brewed coffee no place to go but on the counter and onto the floor in search of the coffee pot. Since I knew that coffee pots do not fly, I immediately suspected a conspiracy by my cat to drive me crazy . And, as I looked down, there was my cat, quietly watching the coffee drip onto the floor. From the look of happiness on his whiskered face, I knew who had assisted the coffee pot in its leap onto the floor. I turned and reached for the cabinet where I kept the dish towels, all the while thinking of revenge on the cat. Suddenly, I heard a yelp, a thud, and a loud MEOW. Turning back around, I saw that the cat had received his just punishment. The cat had tried to jump up upon the counter in order to get away from the spreading brown liquid that was rapidly filling the floor of the kitchen. His paws slipped in the liquid and his claws were useless to dig into the shiny countertop. For a brief moment, the cat hung suspended in air over the growing puddle of coffee. Then, with paws wildly swinging in all directions, the cat began his descent into the large puddle of the dark murky liquid. Splash! went the cat into the coffee. "MEOW!" he said as he peeled himself off the kitchen floor and went off to repair his wet fur. Serves him right, I thought . I got out the mop and began wiping up my pre-breakfast surprize.

#12

## How Do I Think?

**Directions:** The purpose of these questions is to give you an opportunity to learn about how you think. For each of the statements, decide whether the statement is like you or unlike you. Place an X on the line that best describes you. There are no "right" or "wrong" answers. For best results, be honest in answering the questions.

| Like Me | Unlike Me | |
|---|---|---|
| ---------- | ---------- | 1. When facing a new situation, I usually go back to what I know. |
| ---------- | ---------- | 2. I like to do new and unusual things. |
| ---------- | ---------- | 3. I like things neat and orderly. |
| ---------- | ---------- | 4. I like to travel and especially see new places. |
| ---------- | ---------- | 5. I would not like to take a course in which half of the students fail. |
| ---------- | ---------- | 6. I like to act on impulse, quickly and without thought. |
| ---------- | ---------- | 7. When I solve problems, I arrive at immediate solutions. |
| ---------- | ---------- | 8. I like to daydream about how my future will be. |
| ---------- | ---------- | 9. If something works, I don't touch it. |
| ---------- | ---------- | 10. I usually think of a number of solutions to a problem. |
| ---------- | ---------- | 11. I like problems that only have one answer. |
| ---------- | ---------- | 12. I like to daydream about things. |
| ---------- | ---------- | 13. I would like a job in which I would deal with very specific things. |
| ---------- | ---------- | 14. I can lose myself in a novel if it is good. |
| ---------- | ---------- | 15. I like to deal with issues that are very clear, either right or wrong. |
| ---------- | ---------- | 16. I often think of things like a child would. |
| ---------- | ---------- | 17. I set my goals and then work towards completing them. |
| ---------- | ---------- | 18. I often think about being somewhere in another place and time. |

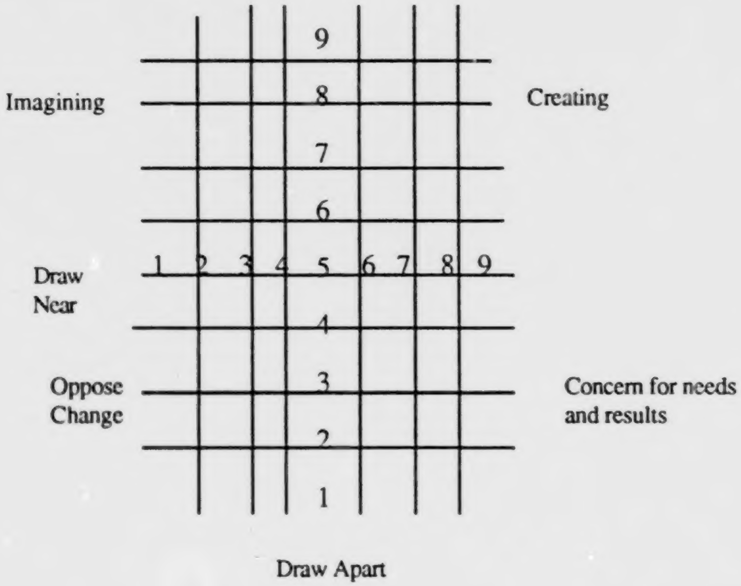
#12 page 2.

## Scoring

Count the number of X's in the "Like Me" column for odd-numbered questions. [Questions:1,3,5,9,11,13,15,17] . Place answer on this line. ANSWER: ________________
This is your drawing together score.

Count the number of X's in the "Unlike Me" column for even-numbered questions. [Questions: 2,4,6,8,10,12,14,16,18]. Place answer on this line. ANSWER: ______________
This is your drawing apart score.

Plot your score on the matrix below. Locate the "Draw Together" section. This section runs from left to right. Find the number you put in the first answer line and circle the number. Then look, at the "Draw Apart" section. This section runs from bottom to top. Find the number that is the same as your answer to the second answer line.



People think about problems in two ways. "Drawing Together" thinkers look for answers from the "Here and Now" focusing on drawing together what they know in order to develop special solutions to particular problems. The "Drawing Apart" thinkers look for answers from the "There and Then" focusing away from what they may know to what someone else knows in order to develop several answers to a problem.

Most of the time people tend to combine these types of thinking to arrive at answers to problems. People will consider what they know, then talk to other people to find out other opinions.

#12 page 3.

There are four different types of thinking patterns. Each of the corners of the matrix represents a different pattern of thinking.

### Imagining Thinkers.

People who score in the top left part of the matrix are considered imagining thinkers who think about a lot of possible solutions but without any concern for the best solution and being able to put it to use.

### Creative Thinkers.

People who score in the top right part of the matrix are considered creative thinkers who carefully think about many solutions in a step-by-step pattern that discards parts of ideas that are unusable and add new parts until a workable solution is obtained. An example of this type of person is one who will think of an idea, then try it out, changing the idea as needed to eliminate problems until it works.

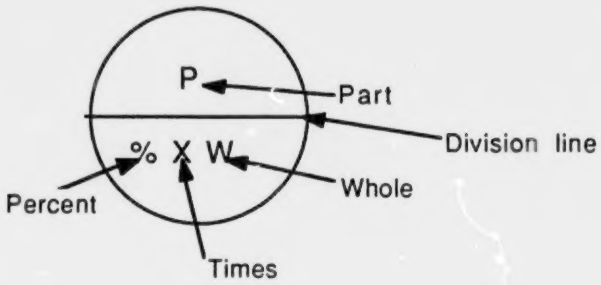
### Opposing Change Thinkers.

People who score in the lower left of the matrix are considered opposing change thinkers. This person will often be against any new ideas if it will cause changes to occur. An example of this type of person is one who may refuse to accept sorting garbage for recycling because it changed the way he/she disposes of trash.

### Concern with Needs and Results Thinkers.

People who score in the lower right of the matrix are considered concern with needs and results thinkers. This person will consider the needs first, and then use a solution that gets the results that are necessary. This person would consider the need to get rid of the garbage first, and would use the first available solution.

## #1 The Percent Circle



The percent circle is used to find the formula needed to solve percent problems. By covering the symbol of the number you are trying to find, the remaining symbols will show the formula you need to use.

For example: If 25% of your $800 paycheck is used to pay rent, how much is your rent? In this problem, you are looking to find a part of the paycheck. Cover the P on the top with your finger. The formula "% X W" [which stands for percent, times, whole] remains uncovered and is the method used to solve the problem.

Let's use this formula to solve the problem: What is 25% of $800?

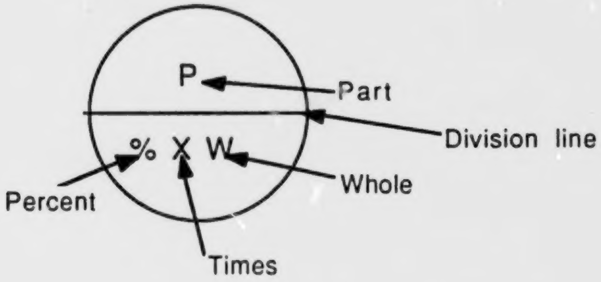
25% multiplied by $800 =
.25 x 800 = $200. Your rent is $200.

Now try to solve these problems by covering different parts of the circle.

A. If $250 of your $800 paycheck is used to buy food, what percent is spent on food?
Step One: What are you trying to find?
Step Two: Cover the symbol of what you are trying to find.
Step Three: Use the remaining formula to solve the problem.

B. If you buy a used car and make a 10% down payment of $250, what is the price of the car?

## #1 The Percent Circle Answer Sheet



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Step One: What are you trying to find?
Step Two: Cover the symbol of what you are trying to find.
Step Three: Use the remaining formula to solve the problem.

Instructor: You are trying to find a percent. What percent is $250 of $800?
Cover the % symbol and the X [times] symbol. Note: when covering either the % or the W symbol, ALWAYS cover the X also.

The formula remaining is: $\frac{P}{W}$ The division line separates the Part from the Whole.

To solve the problem, divide the part ($250) by the whole ($800)
250 divided by 800 equals .3125 . Move the decimal point two places and add a percent sign.
31.25 % or round off the percentage to 31 %.
Therefore, 31% of your paycheck is spent for food.

Percent Circle  Answer Sheet

B. If you buy a used car and make a 10% down payment of $250, what is the price of the car?

Step One: What are you trying to find?  You are trying to find the Whole price of the car.

Step Two: Cover the symbol of what you are trying to find. Cover the W. Remember to also cover the X.

Step Three: The formula remaining is $\frac{P}{\%}$

Divide $250 by 10%.  First, change the percent to a decimal by removing the % sign and counting two places from the right.

250 divided by .10 equals $2500.

Therefore the whole price of the car is $2500.

#2

## Credit Information Fact Sheet

Borrowing money to buy items can cost more than you may know. When you are using a credit card to buy items, you are actually borrowing money. Do you know how much extra you pay for the item when the credit card finance charges are added?

Let's use an example of a credit card purchase to learn about how to find the real price of items charged on a credit card.

You find a beautiful coat ($200), suit ($125), dress ($69) and blouse ($35). The salesperson says that you can buy all of this merchandise for **only** $10 per month. You decide that this is really great, and you buy all of the items. The first statement arrives, as shown below.

| New Balance | Finance Charge on unpaid balance | January Balance | Payment Due |
|---|---|---|---|
| $ 429.00 | $6.44 | $435.44 | $10.00 |

Finance charge of 1.5% is calculated on the unpaid balance as of the 20th of the month.

1. Is the beginning balance correct? Add up $200 + $125 + $69 + $35 = $429.

2. How is the finance charge calculated? $429 times .015 equals $6.435 which the store will round up to the nearest cent . So the finance charge is $6.44, for January. The credit card company will calculate the finance charge on the unpaid balance, and add this figure to your account before they subtract the payment. This is the interest on your loan.

3. You decide to pay $10 for the first payment. How much is the principal reduced? ______.

4. Calculate out the payments of $10.00 per month. Be sure to add 1.5% (.015) interest to the unpaid balance at the beginning of each month before subtracting the $10 payment. You may want to use a calculator.

5. How long will it take to pay off the balance?________________________.

6. How much is the total finance charge? ____________________________.

7. What is the total amount paid? ________________________________.

8. What percent of the final cost was interest?__________________________.

9. Use the percent figure calculated in problem #8 and add the interest charges to each item.

Coat $200 + _____percent interest real price of coat_____________.
Suit $125 + _____ percent interest real price of suit_____________.
Dress $69 + _____percent interest real price of dress____________.
Blouse $35 +_____percent interest real price of blouse___________ .

Page 2.

Class discussion: Answer the following questions briefly and be prepared to discuss them in class.

Would you have purchased these items at the real price which included the interest on the loan?

If so, why?

If not, why?

How could you reduce the finance charges?

#2

## Credit Information Fact Sheet

### Answer Sheet

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Finance charge of 1.5% is calculated on the unpaid balance as of the 20th of the month.

1. Is the beginning balance correct? Add up $200 + $125 + $69 + $35 = $429.

2. How is the finance charge calculated? $429 times .015 equals $6.435 which the store will round up to the nearest cent . So the finance charge is $6.44, for January. The credit card company will calculate the finance charge on the unpaid balance, and add this figure to your account before they subtract the payment. This is the interest on your loan.

3. You decide to pay $10 for the first payment. How much is the principal reduced? _$3.56______.

4. Calculate out the payments of $10.00 per month. Be sure to add 1.5% (.015) interest to the unpaid balance at the beginning of each month before subtracting the $10 payment. You may want to use a calculator.

5. How long will it take to pay off the balance? 6 years and 10 months.

6. How much is the total finance charge? $268.55.

7. What is the total amount paid? $697.55.

8. What percent of the final cost was interest? 62.6% (.626 or 62.6%).

9. Use the percent figure calculated in problem #8 and add the interest charges to each item.

Coat $200 + 62.6% percent interest ($125.20) real price of coat $325.20.
Suit $125 + 62.6% percent interest ($78.25) real price of suit $203.25.
Dress $69 + 62.6% percent interest ($43.19) real price of dress $112.19.
Blouse $35 + 62.6% percent interest ($21.91) real price of blouse $56.91.

Discussion: Would you purchase these items at the real price paid?

Basic Skills Module #2 Handout #2

| | | | Answer Sheet | | |
|---|---|---|---|---|---|
| | | | Worksheet for Credit Card Balances | | |
| | | | | | |
| | | | Finance Charge On | New | |
| | Month | Balance | Unpaid Balance | Balance | Payment |
| Year One | January | $429.00 | $6.44 | $435.44 | $10.00 |
| | February | $425.44 | $6.38 | $431.82 | $10.00 |
| | March | $421.82 | $6.33 | $428.14 | $10.00 |
| | April | $418.14 | $6.27 | $424.42 | $10.00 |
| | May | $414.42 | $6.22 | $420.63 | $10.00 |
| | June | $410.63 | $6.16 | $416.79 | $10.00 |
| | July | $406.79 | $6.10 | $412.89 | $10.00 |
| | August | $402.89 | $6.04 | $408.94 | $10.00 |
| | September | $398.94 | $5.98 | $404.92 | $10.00 |
| | October | $394.92 | $5.92 | $400.84 | $10.00 |
| | November | $390.84 | $5.86 | $396.71 | $10.00 |
| | December | $386.71 | $5.80 | $392.51 | $10.00 |
| Year Two | January | $382.51 | $5.74 | $388.25 | $10.00 |
| | February | $378.25 | $5.67 | $383.92 | $10.00 |
| | March | $373.92 | $5.61 | $379.53 | $10.00 |
| | April | $369.53 | $5.54 | $375.07 | $10.00 |
| | May | $365.07 | $5.48 | $370.55 | $10.00 |
| | June | $360.55 | $5.41 | $365.96 | $10.00 |
| | July | $355.96 | $5.34 | $361.29 | $10.00 |
| | August | $351.29 | $5.27 | $356.56 | $10.00 |
| | September | $346.56 | $5.20 | $351.76 | $10.00 |
| | October | $341.76 | $5.13 | $346.89 | $10.00 |
| | November | $336.89 | $5.05 | $341.94 | $10.00 |
| | December | $331.94 | $4.98 | $336.92 | $10.00 |
| | December | $331.94 | $4.98 | $336.92 | $10.00 |
| Year Three | January | $326.92 | $4.90 | $331.83 | $10.00 |
| | February | $321.83 | $4.83 | $326.65 | $10.00 |
| | March | $316.65 | $4.75 | $321.40 | $10.00 |
| | April | $311.40 | $4.67 | $316.07 | $10.00 |
| | May | $306.07 | $4.59 | $310.66 | $10.00 |
| | June | $300.66 | $4.51 | $305.17 | $10.00 |
| | July | $295.17 | $4.43 | $299.60 | $10.00 |
| | August | $289.60 | $4.34 | $293.95 | $10.00 |
| | September | $283.95 | $4.26 | $288.21 | $10.00 |
| | October | $278.21 | $4.17 | $282.38 | $10.00 |
| | November | $272.38 | $4.09 | $276.46 | $10.00 |
| | December | $266.46 | $4.00 | $270.46 | $10.00 |
| Year Four | January | $260.46 | $3.91 | $264.37 | $10.00 |
| | February | $254.37 | $3.82 | $258.18 | $10.00 |
| | March | $248.18 | $3.72 | $251.91 | $10.00 |
| | April | $241.91 | $3.63 | $245.53 | $10.00 |
| | May | $235.53 | $3.53 | $239.07 | $10.00 |
| | June | $229.07 | $3.44 | $232.50 | $10.00 |
| | July | $222.50 | $3.34 | $225.84 | $10.00 |
| | August | $215.84 | $3.24 | $219.08 | $10.00 |
| | September | $209.08 | $3.14 | $212.22 | $10.00 |
| | October | $202.22 | $3.03 | $205.25 | $10.00 |

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Basic Skills Module #2 Handout #2

| | | | Finance Charge On | | New | |
|---|---|---|---|---|---|---|
| | **Month** | **Balance** | **Unpaid Balance** | | **Balance** | **Payment** |
| | November | $195.25 | $2.93 | | $198.18 | $10.00 |
| | December | $188.18 | $2.82 | | $191.00 | $10.00 |
| Year Five | January | $181.00 | $2.71 | | $183.71 | $10.00 |
| | February | $173.71 | $2.61 | | $176.32 | $10.00 |
| | March | $166.32 | $2.49 | | $168.82 | $10.00 |
| | April | $158.82 | $2.38 | | $161.20 | $10.00 |
| | May | $151.20 | $2.27 | | $153.47 | $10.00 |
| | June | $143.47 | $2.15 | | $145.62 | $10.00 |
| | July | $135.62 | $2.03 | | $137.65 | $10.00 |
| | August | $127.65 | $1.91 | | $129.57 | $10.00 |
| | September | $119.57 | $1.79 | | $121.36 | $10.00 |
| | October | $111.36 | $1.67 | | $113.03 | $10.00 |
| | November | $103.03 | $1.55 | | $104.58 | $10.00 |
| | December | $94.58 | $1.42 | | $95.99 | $10.00 |
| Year Six | January | $85.99 | $1.29 | | $87.28 | $10.00 |
| | February | $77.28 | $1.16 | | $78.44 | $10.00 |
| | March | $68.44 | $1.03 | | $69.47 | $10.00 |
| | April | $59.47 | $0.89 | | $60.36 | $10.00 |
| | May | $50.36 | $0.76 | | $51.12 | $10.00 |
| | June | $41.12 | $0.62 | | $41.73 | $10.00 |
| | July | $31.73 | $0.48 | | $32.21 | $10.00 |
| | August | $22.21 | $0.33 | | $22.54 | $10.00 |
| | September | $12.54 | $0.19 | | $12.73 | $10.00 |
| | October | $2.73 | $0.04 | | $2.77 | $2.77 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | **Total Finance Charges** | | $268.76 | | | |
| | **Total Paid on Account** | | $697.76 | | | |
| | | | | | | |
| | | | | | | |
| Coat | $200.00 | 0.626 | $125.20 | $325.20 | | |
| Suit | $125.00 | 0.626 | $78.25 | $203.25 | | |
| Dress | $69.00 | 0.626 | $43.19 | $112.19 | | |
| Blouse | $35.00 | 0.626 | $21.91 | $56.91 | | |
| | | | | | | |
| | $429.00 | | $268.55 | $697.55 | | |

#3

## Worksheet for Credit Card Balances

[Fill in any additional months as needed.]

| Month | Balance | Finance Charge On Unpaid Balance | New Balance | Payment |
|---|---|---|---|---|
| January | $429 | $6.44 | $435.44 | $10.00 |
| February | | | | |
| March | | | | |
| April | | | | |
| May | | | | |
| June | | | | |
| July | | | | |
| August | | | | |
| September | | | | |
| October | | | | |
| November | | | | |
| December | | | | |

# 1

## Guidelines for Active Listening

Learning how to listen takes practice. There are seven steps that can help improve your listening. Read each one carefully. Then, as you listen to your instructor, or someone else speaking, practice these step by step guidelines to better understanding. Start by using only a few of the guidelines. After you are comfortable using one or two of the guidelines, begin to use the next guideline also. Then, continue to add each additional guideline until you are using all seven.

1. **Focus attention on the speaker.**
   Resist daydreaming. Ignore persons or activities that may be distracting. This may require concentrating and practicing on ignoring things going on around you.
   Don't concentrate on the speakers habits or appearance, but only on the message.

2. **Identify the topic.**
   Concentrate on what the speaker wants you to know or to do.

3. **Use your background knowledge.**
   Think about what you already know and how this information fits. This is a way of learning new information, by comparing it to information you know.

4. **Grasp the main idea.**
   Listen for the key points of the message. Cue words are: "My point is..."; "What I'm saying is ..."; "What the problem is..."; "What I mean is...". The speaker may also repeat or restate important areas, raise or change his/her voice to emphasize these areas.

5. **Visualize the message.**
   Form mind pictures to see what the speaker is describing. This will help you to remember the ideas if you associate them with a mental picture.

6. **Check your understanding of what is said.**
   If you do not understand the main point, ask questions. Try to summarize the main ideas in your mind after the speaker has finished speaking.

7. **Take notes about the key points.**
   This helps you to remember them because you use both your visual sense and your tactile sense. If you know you are an auditory learner, you may want to read your notes to your self aloud to help you remember the key points.

#2.

## Group Decision Making Guidelines

**1. Know purpose of the meeting.**
Was the meeting called to solve a problem, plan an activity, or for some other purpose?

**2. Be prepared for the meeting.**
Gather information such as materials, thoughts and ideas that may be needed.

**3. Support your opinion and give reasons or evidence for your viewpoint.**
For example: If you do not think the suggestion for a project is good, explain why. Don't just say, "I don't like it."

**4. Be open to the points of view of other people.**
Listen to their opinions and compare their point of view with your own. How alike or unalike are they? Can you compromise somehow to bring your opinion and that of another person closer together?

**5. Avoid arguing with other people.**
This accomplishes nothing but to develop hard feelings. If an argument breaks out, try to reach a compromise between the viewpoints. Try to understand why the other person feels as he/she does about the subject.

#3.

## Staff Meeting Guidelines

**1. Prepare for the meeting.**
Find out in advance what the topics will be. Prepare your opinions and gather information to support your opinions whenever possible.

**2. Arrive on time.**
This avoids disrupting the meeting if it is already in progress.

**3. Follow discussion closely.**
Listen carefully and take notes on key points. Consider new ideas. Do not stop listening if a speaker's viewpoint differs from yours.

**4. Show courtesy to other group members.**
Do not interrupt them while they are speaking. Do no talk to the person next to you while the speaker is talking. Do not make joking remarks about the speaker's topics to persons around you while the speaker is talking.

**5. Plan your comments.**
Speak clearly and make your main point with as few words as possible. Keep to the issue being discussed. Do not ramble on. Do not make comments to those around you while waiting for your opportunity to address the entire group.

**6. Know what is expected of you when the meeting ends.**
If you are to do something such as preparation of a report, know what is expected and when it is to be done. If another meeting is scheduled, write down the date and time.

# 4

## Listening Self Evaluation

To Student: Answer these questions. When you have finished, check the number of yes and no answers. Turn to the next page and read the section : "What do the scores mean?"

| | Yes | No |
|---|---|---|
| 1. Do you find yourself daydreaming or distracted by people or other activities around you while someone is speaking to you? | ---- | ---- |
| 2. Do you interrupt the speaker while he/she is speaking? | ---- | ---- |
| 3. If the speaker says something you don't understand, do you feel uncomfortable asking for more information? | ---- | ---- |
| 4. Do you look away from the person who is speaking to you? | ---- | ---- |
| 5. Do you perform other activities while someone is speaking to you? | ---- | ---- |
| 6. Do you pretend to pay attention to the speaker? | ---- | ---- |
| 7. Do you stop listening when what is being said becomes too confusing? | ---- | ---- |
| 8. Do you ignore a speaker whose behavior or appearance upsets you? | ---- | ---- |

#4 page two

## What do your scores mean?

Listening is a demanding activity that must be practiced and efforts made to develop good skills. Look over your answers. You probably answered yes to some questions. And, that is okay. Many of us have different listening skills that may need improvement. Look at the areas in which you answered yes. These are your weak listening areas. Becoming aware of your weak listening areas is the first step to correcting these areas.

Write down below the questions to which you answered yes. Write down what you can do to correct each area. Set up a chart like the one below showing the areas that you need to work on. Work on only one area each week. Check yourself, or have a friend check you each week to see how you have improved. Reward yourself for each improvement.

### Chart for Improving Listening Skills.

| SKILL | NEVER | MOST TIMES | SOMETIMES | ALWAYS |
|---|---|---|---|---|
| Daydreaming | | | | |
| Interrupting | | | | |
| Ask for more information | | | | |
| Look away from speaker | | | | |
| Pretend to pay attention | | | | |
| Stop listening when confused | | | | |
| Speaker behavior or appearance is upsetting. | | | | |

# 6

## Planning for Effective Speaking: The Job of the Speaker

**1. Decide what you want your listener to know or to do. Choose the topic. Be sure the topic is appropriate for the situation.**
For example: You are attending a meeting at work.The purpose of the meeting is to plan how to reduce the time wasted moving equipment to various locations. You would not discuss the annual staff Christmas party, or talk about your family problems at this meeting. Instead, you would discuss only things that were related to the topic of eliminating wasted time moving equipment.

**2. Consider the people in your audience. Think about what do these people already know about the subject?**
Think about any past experiences or conversations or other events you may have shared with members of the audience that may increase the listeners knowledge of the subject.
Understanding your listener helps you to choose the words and examples you will use to match the listeners' knowledge.

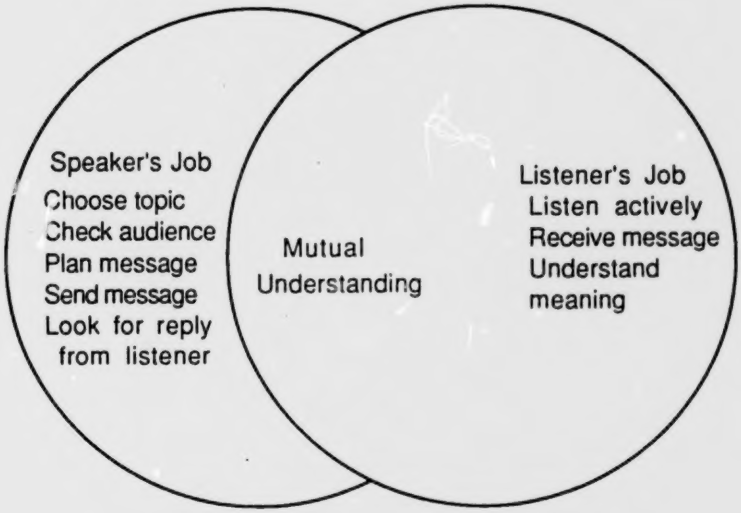
**3. Plan the message.**
Decide what key points that need to be made. Decide in what order these points should occur. If there as many points, or if the key points are very detailed, you may want to make notes to use.

**4. Send the message clearly.**
Do not rush through the message. Speak clearly and loudly enough to be heard easily by the listener. This helps the listener to do his/her job. Look directly at the listener, so the listener knows you want him/her to hear and understand the message. Give the key points special attention by repeating, pausing or using cue words (such as : "The main point is . . ."; "It's important that . . ." ) Look at the facial expressions of your listener and his/her gestures to determine whether the message is being received and understood. Answer any questions clearly and without showing impatience.

**5. Look for the listener to answer.**
The answers can be verbal, for example, when they ask questions or make comments. These answers can agree or disagree with you. The answers can also be non-verbal. For example, the listener nods and smiles which may mean agreement or the listener may look upset and shake his/her head to indicate no agreement.

# 7

## The Communication Exchange


Speaker's Job
Choose topic
Check audience
Plan message
Send message
Look for reply from listener
Mutual Understanding
Listener's Job
Listen actively
Receive message
Understand meaning

This chart shows how the roles of the speaker and the listener interact with each other. Ordinary conversations with family and friends do not need to be organized around this chart. However, when on the job, a person is judged by his/her ability to communicate clearly. Therefore, this chart maybe helpful in understanding how to organize the message.

# 8

## Reading Strategy:
## Reading for Understanding

Learning to read and understand different types of materials takes practice. Organize yourself to read and understand what you read by using this five step procedure:

**Step One: Define purpose for reading.**
Before reading anything ask yourself what is your purpose for reading? The purpose is often stated in the title or heading. Good examples are a newspaper or a chapter heading in a book.

**Step Two: Skim text quickly to find needed information.**
It is not always necessary to focus on every line of text. Some paragraphs are more important than others. Therefore, it is necessary to look through the text to find the information quickly, rather than take time to read every word.

**Step Three: Read carefully the parts that relate to your purpose.**
You may want to underline or use a highlighter to mark the key parts that are important to your purpose for reading the article.

**Step Four: Summarize the information.**
A summary is a short statement that tells the main idea. This helps you to understand the information. You should rewrite the important points in your own words so you may understand them more easily.

**Step Five: Evaluate the interpretation.**
Re-read your summary and decide whether or not you achieved your purpose for reading the article. If the information in the summary does not match the purpose you had for reading the article, the problem could be a misunderstanding of the information presented. The summary may need to be changed.

Use this reading strategy to help you understand the important things to remember when reading through articles.

# 9

## Personal Fact Sheet

Name ____________________________________________

Address ____________________________________________

Telephone Number: ____________________ Social Security No. ____________________

Work Experience:
Name of company where last employed:

____________________________________________

Address ____________________________________________
Dates when you worked there: From ____________________ To ____________________

Job Title ____________________ Supervisor ____________________

Duties ____________________________________________
Salary ____________________ Why you left that job. ____________________

Name of previous company:

____________________________________________

Address ____________________________________________
Dates when you worked there: From ____________________ To ____________________

Job Title ____________________ Supervisor ____________________

Duties ____________________________________________
Salary ____________________ Why you left that job ____________________

Education:

Name of High School ____________________________________________
Where located ____________________________________________
Years attended ____________________ When (or will) graduated ____________________

Name and address of other schools attended: [Vocational, business, technical]

____________________________________________
Address of school ____________________________________________

Special Skills [drive a car, typing, speak second language]

____________________________________________

References [Three people, not relatives, who know you well]

Name ____________________ Job Title ____________________
Address ____________________ Telephone Number ____________________
Name ____________________ Job Title ____________________
Address ____________________ Telephone Number ____________________
Name ____________________ Job Title ____________________
Address ____________________ Telephone Number ____________________

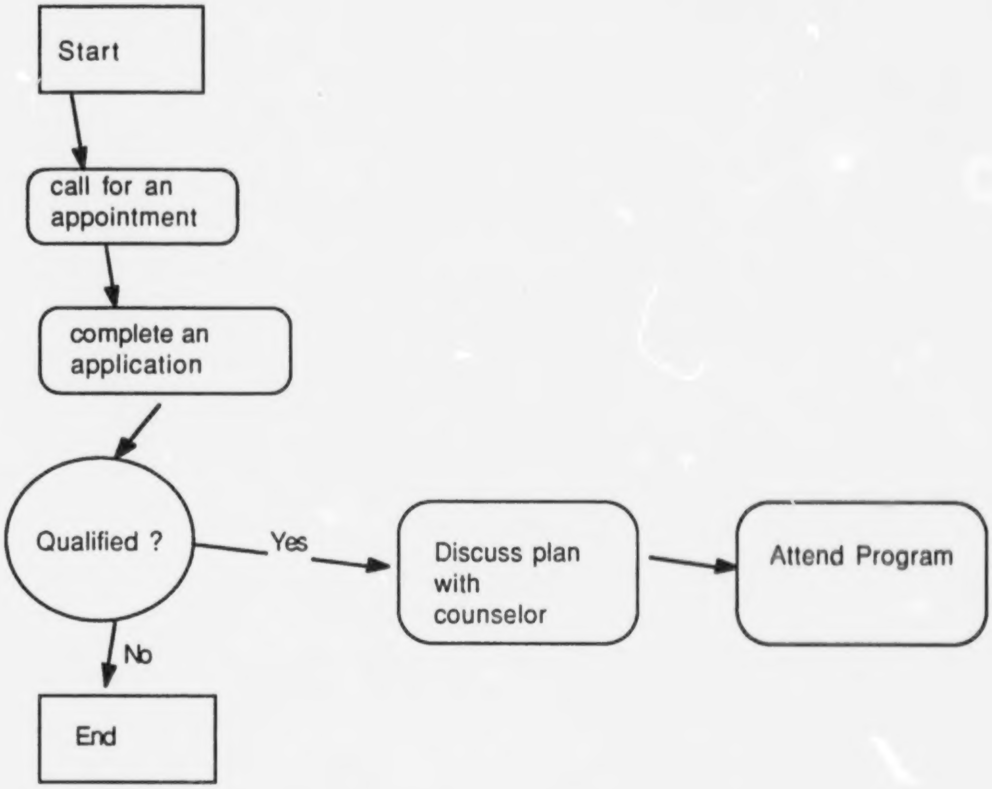
# 10

## Reading Procedures on a Flow Chart.

Sometimes procedures are written on flowcharts.

The symbols stand for the steps. Arrows tell you in which order to follow the steps.

Joining the Basic Skills/Job Training Program


Start
call for an appointment
complete an application
Qualified ?
Yes
Discuss plan with counselor
Attend Program
No
End

1. Call office for an appointment. Bring a picture ID, social security card and last year's Federal Tax form 1040.

2. Complete an application.

3. It takes two weeks to find out if you are qualified to be a part of the program. We will mail you a letter with the results.

4. First time participants will meet with a counselor to plan a program that fits your needs.

5. Attend your classes, workshops, and/or job training.

# 1

## Guidelines for Responding to Criticism

**1. Apologize for your mistakes.**
We all make mistakes, or do things we later regret. When this occurs, it is often better if we admit we were wrong as quickly as possible before anger and resentment has begun to develop.

**2. Watch your non-verbal behaviors.**
Non-verbal behaviors are those things you may do without even thinking about it, but which sends a message to the other person about how you are feeling. Examples of negative non-verbal behaviors are: frowning; avoiding eye contact; rolling your eyes; hanging head down; folding arms across chest. If you are receiving criticism, avoid using these non-verbal angry or hurt signals which will only build up anger.

**3. Don't respond defensively when criticized.**
It is difficult not to respond when someone is being critical of something you have done. Examples of defensive responses are: "Oh, you're just out to get me"; or "You never like anything I do." Neither of these responses will change the criticism. Instead, think about what the person was saying. Then, consider if the criticism was unfounded (not true). If you feel you have been unjustly criticized, wait until an appropriate time when anger is not present and calmly explain your position.

**4. Don't change the subject.**
Changing the subject is a way to get out of being criticized. For example, "Yeah, I know I forgot to put stamps on the letters, but I'm never late for work." The two subjects have no relationship to each other. It is better to admit your mistake and then try to fix the problem.

**5. Ask questions if you don't understand the criticism.**
For example, if someone says "You never do anything right." Your response could be "Could you give me specific things I've done wrong, rather than you don't like my work? I could then change those areas where I may be making mistakes." This is a positive approach and usually is successful in reducing misunderstanding between people. This response also shows that you really want to do a good job, but may need more directions.

These are only a few ways to respond to criticism. You may know of other ways that work for you. If possible, share these other ways with the class.

# 2.

## Rules for Attendance

| | |
|---|---|
| **WHY?** | Why are you absent? Is this a good reason to miss work? |
| **WHEN?** | When should you tell your employer that you will be absent? Have you given your employer enough time to find a replacement for you? |
| **WHO?** | When you call in, to whom do you speak? Is this the correct person? |
| **HOW?** | How do you explain to your employer what the reason is for your absence. |

There are two types of reasons for missing work:

1. Emergency - illness, accident.
2. Special Occasion - these you would know about long in advance.
   Examples are: moving, doctor's appointment, surgery.

# 3

## Treating Customers Well
## On The Job

How do you treat a customer well?

A friendly greeting is important. The customer must feel that you are happy to have him/her in the business. If they feel welcome, they will continue to come back to your business instead of going to another business. If they do go to another business, your company will lose money and your job could be lost. Therefore, the more you can do for your company, the better your usefulness to the company will be. The more useful you are, the more your boss will want to keep you working for the company.

A friendly greeting has three parts:

1. Start with a smile.
2. Give a friendly greeting
   "Good Morning" or "Hello"
3. Add a few words that make the customer feel
   welcome and special. An example is:
   "How are you today" or "How may I help you."

A greeting that is not friendly, or employees who ignore customers, make people feel that you don't care if they come back. These people could also feel you do not want them there at all.

An unfriendly greeting could be no greeting at all. It could be: "Okay, next. What do you want?" Another example of an unfriendly greeting is two employees talking together when the customer arrives and neither employee stops talking to wait on the customer. A customer who experiences this type of greeting will not feel welcome and may not return.

**# 4**

## How Am I Doing In Treating Customers Well?

This chart will help you find out how well you treat customers on the job. Check (✓) the column that best describes the way you act with customers. Ask your boss to read your answers and check the ones with which he/she agrees. If you don't have a boss yet, practice greeting customers using other students in the class as customers. Then have your instructor fill in the column.

| In waiting on customer, do I: | USUALLY | SOMETIMES | HARDLY EVER | EMPLOYER AGREES |
|---|---|---|---|---|
| Smile? | | | | |
| Give a friendly greeting? | | | | |
| Say goodbye in a friendly way? | | | | |
| Call customers by their names? | | | | |
| Use polite words such a "Sir," "Ma'am," or "Excuse me?" | | | | |
| Listen and be polite when a customer gets angry? | | | | |
| Help customers with babies? | | | | |
| Help older customers? | | | | |
| Help handicapped customers? | | | | |
| Help customers who don't speak English well? | | | | |
| Help customer who asks for my help? | | | | |
| Ignore customers when I'm talking to my friends or another employee? | | | | |

# 5

## Guidelines For Receiving Telephone Calls

**1. Answer telephone promptly.**
Do not let it ring while you complete another task. If you must return to an interrupted task (such as waiting on another customer, or talking on another extension line) ask the person to "please hold a moment." Then complete the first telephone call quickly, or have some one else help you handle the second telephone call.

**2. Identify yourself immediately when answering the telephone at work.**
Tell the caller the name of your workplace (or department) and your name.
For example: "Smith's Grocery, Sandy"

**3. Be considerate to the person and provide help, or information the caller requests.**
If you do not know the answer, offer to find out and return the telephone call. If the person has called the wrong number, do not respond in anger, but briefly assist them, if possible, to find the correct agency or telephone number.

**4. Listen carefully and be prepared to take notes.**
Write down the message and repeat back names or numbers to make sure the information is correct.

**5. Use polite language and a pleasant tone of voice.**
Even if you are rushed and very busy, try to relax and answer the telephone call pleasantly.

**6. Do not eat or chew gum while talking on the telephone.**
This is very distracting and often makes your answers hard to understand. Even eating a breath mint while on the telephone can cause you to speak less clearly.

**7. Keep the conversations brief.**
The business telephone should be kept for business calls. Personal chit chat will tie up the telephone and may cause customers to take their business somewhere else.

#6.

## Recommendations for Guest Speaker.

To the instructor:

Teaching good grooming can be embarrassing to some adults. In some cases, home situations may prevent the individual from bathing or washing clothes as often as may be required. Clothing budgets may not permit replacement of outdated or worn clothing. Stress that clothing need not be new, but should be clean and mended. Missing buttons replaced, hems re-sewed, zippers replaced and torn seams or rips repaired when possible.

Some students may appreciate assistance in selecting clothing or hairstyles. Some students may not. Use discretion when dealing with appearance. The person's self esteem is often affected if they are made to feel inadequate in appearance.

The use of guest speakers can provide a change of pace from classroom discussion. Be sure to choose sensitive speakers who can relate to your students and their problems. Avoid expensive stores or products that your student may not be able to afford to purchase after the demonstration is over. Some students would appreciate the luxury of an expensive hair styling, cosmetics or article of clothing, and others may not.

Some suggestions for guest speakers are:

1. A local cosmetology school or beautician to do a"make over" for the student. Demonstrator would restyle hair or apply cosmetics.

2. Cosmetics demonstration for men and women. Students could obtain samples of products and see recommended uses taught. This could be a local cosmetics demonstrator such as Avon, or Mary Kay or others.

3. Wardrobe consultant to demonstrate the selection of wardrobe colors based upon skin tones and hair coloring of the individual. Note: check local Penn State Cooperative Extension office that may be able to provide assistance in this subject.

4. Demonstration by local Home Economics teacher in clothing care. Program could include stain removal; cleaning; and repair of clothing.

# 7

## Self Evaluation of Appearance

You appearance is an important part of how people will respond to you. If you are careless in appearance with soiled or torn clothing, or uncombed hair, dirty fingernails or other problems, people will not want to be with you. Sometimes, we are so busy that we forget to take time to attend to our appearance. This checklist can remind you to check yourself over before you leave home. No one will see your answers, only you. Be honest. If you find yourself checking sometimes or never, these are the areas you should concentrate on improving.

| | Always | Usually | Sometimes | Never |
|---|---|---|---|---|
| 1. Do you bathe or shower daily? | | | | |
| 2. Do you use a deodorant daily? | | | | |
| 3. Do you brush your teeth after each meal? | | | | |
| 4. Do you floss daily? | | | | |
| 5. Is your hair properly trimmed? | | | | |
| 6. Is your hair combed and neat? | | | | |
| 7. Is your hair clean? | | | | |
| 8. Are your nails properly trimmed? | | | | |
| 9. Do you wear appropriate clothing to class? | | | | |
| 10. Are your clothes clean? | | | | |
| 11. Are your clothes neat and free of wrinkles? | | | | |
| 12. Are all lost buttons or tears mended? | | | | |
| 13. Are your shoes cleaned or shined? | | | | |
| 14. Do you prepare your clothing for the next day before you go to sleep? | | | | |

# 8

## Guidelines For Handling A Disagreement

Disagreements if left unresolved, can lead to increased stress and eventually avoidance of the person with whom you have had a disagreement. Resolving the conflict as quickly as possible is usually the best approach. The following guidelines explain some ways of dealing with disagreement. There may be other methods that you have used that may also work. You might wish to discuss some methods of handling disagreements that have worked for you with other members of your class, if your instructor provides discussion time.

**1. Treat each other with respect.**
Avoid personal attacks and instead have the other person tell you why you disagree. Personal attacks are statements about the other person, such as "You're so stupid that you don't understand." "You always want your own way." These remarks serve only to upset the other person and settle nothing.

**2. Find something that you do agree about.**
Even if there is disagreement on every subject, there is usually something with which you can agree. For example: you and a friend are planning to go shopping over lunch time. You want to eat first, and then go shopping. Your friend wants to go shopping first, and then eat. You can agree that you both want to go shopping, so you must resolve when eating will take place.

**3. Ask questions to be sure you understand.**
Repeat back what you think you heard. Make sure you are responding to what was actually said not what you **think** you heard. This might be useful in the conflict over shopping during lunchtime. Perhaps your friend intends to eat downtown.

**4. Try to feel comfortable about disagreeing.**
Some problems do not get resolved right away. Be honest and try to think about possible ways to change the problem. In the example given above, you might choose to eat downtown. You might have a snack earlier than lunchtime and eat later. Your friend might not realize how much it bothers you not to eat before going downtown, and you might want to discuss that issue.

**# 9**

## Applying Your Skills In Your Life

For each problem, quickly list possible solutions. Remember, no idea is too silly or impractical. Write down whatever comes to mind.

1. Both you and your spouse or a friend need to use the car tonight. You have an appointment on one side of town at 7:30 p.m. Your spouse or friend has an appointment at 7:30 P.M. on the other side of town.

2. Both you and your spouse or friend have to be at work today. But your child is sick and can't go to school. You each think the other one should stay home with your child.

### Working Together

Here are some common work-related problems:

1. Drug and alcohol abuse in the workplace. This is a major cause of accidents and absenteeism.

2. Lack of adequate child care. Parents who do not have child care may be forced to miss work.

3. Paternity leave. Sometimes both parents stay home after the birth of a child. Both parents should have the right to be with their child, but this creates problems for the employer.

Work in pairs. Choose one of the problems and make it specific to someone you know. Select a solution and then discuss it with others in your class. If you have another topic you would prefer to discuss in place of these work-related problems, ask your instructor if you may change the topic.

**# 1 0**

## Problem-Solving Techniques

Solving problems may become easier if you use problem-solving techniques. These techniques can assist you in finding a solution.

**1. Explain your actions.**
In what ways can you explain why you did what you did.
Example: The department store where you work has a policy that someone must always be on the sales floor during store hours. However, a customer in a wheelchair buys a lot of items in your department and requires help to carry them to her car. This happens over lunch time when there is no one else to cover the department. When you return, your boss is standing there looking angry and asks you "Where were you? Don't you know store rules require that you stay in your department?"

Explain your actions to your boss, telling him/her why you left the department and what alternative solutions were and why you choose what you did.

**2. WIN-WIN Solutions.**
This is a technique in which both sides are happy with the solution to the problem.
Example: You have a lot of materials to photocopy. The person at the next desk also has a lot of materials to copy. You both have two memos to type within the next half hour. In a win-win solution, one person would do all the photocopying and the other does all the typing of the memos.

Are there other types of win-win situations you might think about?

**3. Brainstorming for problem-solving.**
This technique means thinking up as many ideas as possible. Everyone participates by suggesting all possible solutions, all of which are written down. The best ideas, or combinations of ideas are then selected which best meets everyone's needs.

#1

## A Strategy for Following Instructions

It often helps to have a strategy (a plan of action ) to help you understand instructions. On the following pages you'll learn about a five-step strategy that can help you.

**Step 1: Define your goal.**
A goal is something that you want to achieve. Before you read a set of instructions, ask yourself: What is it that I want to get done?

- Read the set of instructions below. What would be your goal?

> To order your free jacket pattern complete the order form: Print your name and address and circle the correct size. Send the form and $1.00 for postage and order processing to:
>
> The Pattern Company
> 631 Third Street
> Hanford, CA 95523
>
> Only one free pattern. You may buy additional patterns for $5.98 each.

**Answer**: The goal is to get a free jacket pattern.

**Step 2. Identify the steps you need to follow.**
As you read, look at the steps you need to follow. Underline them or write them out. Then read over the steps. Ask yourself: Can I complete my task by following these steps?

- You would complete two steps to get the free pattern. What are these two steps?

**Answer**: The two steps are 1) fill out the order form and 2) sent it along with $1 to the address on the advertisement.

**Step 3: Name the items you need to finish the task.**
The instructions will not always tell you all the items that you will need. But you can use your own experience to tell yourself the other items you would need. For example, you need a pencil or pen to fill out the order, an envelope and a stamp to get the free jacket pattern.

**Step 4: Clear up any details that you do not understand.**
Make sure that you understand all of the instructions before you actually do the task. If you are not sure of anything, find someone who can help.

**Step 5. Evaluate the way you did the task.**
You do this after doing the task. Examine the way you did the task. Did you achieve your goal?

#1 Page 2.

## Work Out

Read the instructions. Answer the questions based on four of the five steps:

1. **Define your goal.**
2. **Identify the steps you need to follow.**
3. **Name the items you need to complete the task.**
4. **Ask questions about any details that you don't understand.**

You want to get a library card. The librarian tells you that you must complete an application form. You must show proof of your address. You can show a driver's license, a passport, a personal check, a bill, or a letter that shows your address. You must pay a $2 fee.

1. You decide to follow the directions. What is your goal?

_______________________________________________

_______________________________________________

2. What three things must you do to accomplish your goal?

_______________________________________________

_______________________________________________

_______________________________________________

3. What will you need to accomplish your goal?

_______________________________________________

_______________________________________________

_______________________________________________

4. Are there any details about which you want to ask questions? Which ones are they?

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

# 2

## Applying The Plan Of Action To The Job

You will read many written instructions in the workplace. Using this plan of action can help you read any kind of instructions. Read the first four steps of the plan of action.

**Step 1: Define your goal.**

This is a job order that an office worker might receive.

> JOB ORDER
>
> Date: March 11, 1993
>
> Please make twenty-five copies of the report. Copy the pages back to back. Put each copy into a binder and make a label for each binder.
>
> Distribute the binders to the employees on the attached list.
>
> If you cannot complete this job by Friday, please see me.
>
> Janet Johnson

- What is your goal?

**Step 2: Identify the steps you need to follow.**

Find someway to mark the steps to follow. Either underline them, or use a highlighter. If the steps must be followed in a certain order, number them.

Number the steps in the memo above.

**Step 3: Name the items you need to finish the task.**

What do you need to complete the job?

**Step 4. Clear up any details that you do not understand.**

Are the details clear? Do you know exactly what you need to do? If you have any questions about the job, who would you ask?

**Step 5: Evaluate the way you did the task.**

After you finish the job, examine the way you did the task. Did you achieve your goal? What could you have done differently?

#2 Answer Sheet

## Applying The Plan Of Action To The Job

You will read many written instructions in the workplace. Using this plan of action can help you read any kind of instructions. Read the first four steps of the plan of action.

**Step 1: Define your goal.**
This is a job order that an office worker might receive.

> JOB ORDER
>
> Date: March 11, 1993
>
> Please make twenty-five copies of the report. Copy the pages back to back. Put each copy into a binder and make a label for each binder.
> Distribute the binders to the employees on the attached list.
> If you cannot complete this job by Friday, please see me.
>
> Janet Johnson

- What is your goal?

*Pass out twenty-five copies of a report by Friday.*

**Step 2: Identify the steps you need to follow.**
Find someway to mark the steps to follow. Either underline them, or use a highlighter. If the steps must be followed in a certain order, number them.
Number the steps in the memo above. *1) Make twenty-five copies of report. 2) Put the copies in a binder. 3) Make labels for the binders. 4) Pass out the binders.*

**Step 3: Name the items you need to finish the task.**
What do you need to complete the job?
*The worker needs: the report, a list of employees, binders, labels, copier, and paper.*

**Step 4. Clear up any details that you do not understand.**
Are the details clear? Do you know exactly what you need to do? If you have any questions about the job, who would you ask?
*The person who sent the memo, Janet Johnson.*

**Step 5: Evaluate the way you did the task.**
After you finish the job, examine the way you did the task. Did you achieve your goal? What could you have done differently?
*Discuss ways of doing the task: Copy all the reports at the same time, then put in binders and label the binders. OR: Get the binders ready, with labels on, and when the report comes out of the copier, place in each binder. OR: Do ten copies, and then put in binders and label, then do ten mores copies and put in binders and label, and then do five copies and put in binders and label. Ask: Why might you choose to use the last method? Answer: if the photo copier is not available to copy for the length of time you need to use it, or if your work space is limited, or if you have other jobs that must get done more quickly than the report.*

# 3

## Making the Best Choice

Use the following step-by-step plan to help you evaluate choices that you may need to make on the job. For instance, suppose you have the task of gathering information about different office suppliers and recommending the best one with which to do business.

**Step 1: Identify your purpose.**
Describe the result that you must achieve. Be as specific as possible. In the task above, your purpose would be to find the best place to find office supplies.

**Step 2. List the requirements.**
Make a list of all the requirements that a "perfect choice" should have. Your final choice may not fill all the requirements and you may have to change some of the requirements.

**Step 3: Evaluate each choice.**
Read the information about each choice. Then evaluate how well a choice meets your needs. This sums up the reasons why you made a particular choice.

**Step 4: Select the best choice.**
Compare your evaluations. What should you do if none of the choices fill all of your requirements. When this happens, you must decide which requirements are the most important to you. Select the choice that comes closest to filling those needs.

### WORK OUT

You are deciding to buy a car seat for your new baby. You go to the store and find the following baby seats:

Lullaby Baby Seat

Fits infants up to 15 pounds. Has plastic lined seat padding. Seat can be strapped into car seat belt system.
Price $40

Baby Sit Well Seat

Fits infants up to 20 pounds. Plastic padding has removeable terry cloth covering. Seat connects into car seat belt system Has quick release button to remove car seat quickly.
Price $55.

Rainbow Baby Seat

Fits infants up to 30 pounds Removeable padding protects young infants. Seat can be disconnected from base easily and used with handle extended as an infant carry seat.

Price $65.

Which seat would you select and why?
Be sure you write down what your requirements are for an infant car seat. Then compare the three seats. Use the step-by-step plan to make your choice. Give your reasons for your choice.

# 4

## Getting Organized

Finding the time to do all the things we need to do each day is important. Having a routine to follow can help you to plan your daily tasks, and even help you meet your weekly goals. The pattern of a routine is determined by the order in which separate tasks or goals need to be done.

You can establish a routine by making a list of your tasks. Include in the list how much time each task will take to complete. If your tasks are the same each day, you may only need to make one list. If your tasks vary from day to day, you might want to make a chart for each day. This list of tasks can be those tasks you do at home, or it can be tasks that you do at work.

Put the tasks in the order in which they need to be completed. Draw up a chart that has each hour on a different line. Fill in the tasks on the lines. Allow the time required to complete the previous task before writing in the next task. For example: the first task you must do is prepare a report. You know it will take you one hour to prepare this report. Next you must file some folders in the filing cabinet. This should take you two hours. Your chart will look like this:

9:00 - 10:00 Prepare report
10:00 - 11:00 File Folders
11:00 - 12:00 File Folders.

Your chart will help you control your time so that priceless minutes do not drop through the cracks. As you work through the chart, you may want to check off the items as you complete them. If you find you have completed a task earlier than required, you can either go on to the next task or fit something else that was not planned into the chart. By managing daily routines you will be able to accomplish more tasks.

Remember, a routine is a guideline. Do not try to rush through your tasks just to get them done within the time frame. If you notice you need more time to complete a task, try to figure out why. Perhaps you could change how you do the task and save some time. Doing the job well is important. Care and attention to detail makes a job well done. Take time to check your work. This cuts down on mistakes and you won't waste time doing tasks over because of mistakes.

Make a task chart for next week. List your tasks in order of importance from top to bottom. Be sure to put down how long the task will take to complete.

Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________
Task______________________________Time to Complete__________

# 5

## Getting Organized Exercises

Read through the following exercises and answer the questions in the space provided.

1. Here is a task list for a secretary. Figure out the order in which the secretary should perform each task. Number the tasks in that order.

_____clean desk
_____make plans for office party in two months
_____order new supplies for following month
_____help receptionist with unfinished work
_____rearrange file cabinet
_____type supervisor's letters

2. Each of the following employees has a problem which might be corrected by a change in daily routine. Read each example and suggest a solution.

A) Deb is a bank teller. She is always the first teller to finish her work everyday. However, her boss says she has a tendency to make errors. What changes in routine would help improve her work performance?

B) Nancy is a commercial artist. She usually has several projects to work on at once. Everyday, she budgets the same amount of time for each project. She ends up each day trying to put the finishing touches on several projects at once. Suggest a better daily routine.

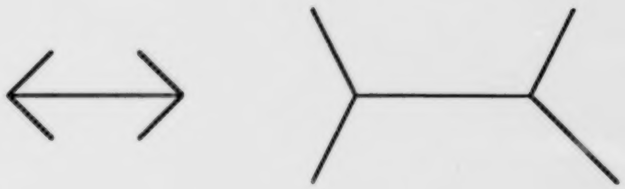
C) Jacob is a waiter in a restaurant. He goes home exhausted every night. Here is his routine. First Jacob gives the customers a menu. Then he goes back to their table with glasses of water. After getting his order pad from the kitchen, Jacob returns to the table again to take orders. Obviously, Jacob is wasting a lot of time and energy. Review Jacob's routine. How could he save some time?

D) Choose a routine that you do daily. Write it down, and put down how long it takes you to complete. Then, imagine yourself doing this task. What could you change to make better use of your time?

# 6

## Estimating Length

In this exercise you are to estimate the length of the two lines. Do not measure them. Which line is longer?



#7

## Estimating Distance and Travel Time

Learning how to estimate travel time is a valuable tool. For example: you are planning a vacation trip over a three day weekend. You have a particular place you want to visit. How long will it take you to drive there? Will you have time to visit other places along the way?

How would you answer these questions? Let's use a step-by-step plan to estimate distance and time needed to travel. This plan may be similar to other plans you have used.

**Step 1: Define your destination and purpose for the trip.**
There are different reasons why people travel: to get to work; job-related trips; going to visit someone; and a vacation. Each of these reasons may require different ways of travel. For example, if you are going to work, or are traveling as part of your job, you usually want the fastest route possible to get to your destination. If you are visiting someone, or on vacation, you may not choose to travel the quickest route. You may want to use other routes which bring you to special places you want to visit. Use a road map to plan your trip.

**Step 2: Gather important facts about the route, or roads you want to use.**
The information you may need includes the following: How many miles must you travel? What type of roads (expressway, two lane, rural country) will you be using? Do you know whether there might be delays due to construction on the route? If the trip must extend over more than one day, how many hours are you willing to travel in one day?
List all the facts you know about the routes. You can tell by looking at the map if you will be traveling through congested urban areas and what types of roads are available. The speed limits for these roads may also be given on the map.

**Step 3: Decide what you need to estimate.**
You may need to estimate miles to various places. You may need to estimate how much time you have to travel. Use the map and measure the route. Then use the map scale to calculate the mileage. When you estimate mileage remember you must add in the return trip also. A time estimate is based on how much time you have available, and/or how many hours you want to travel in a particular day.

**Step 4: Using your estimates to calculate time and distance.**
If you know that your destination is 60 miles away, and the speed limit is 55 miles per hour you can estimate that the trip will take more than an hour. If you know that the roads may be under construction, the delays may cause the trip to take longer. For example, on Tuesday, you wish to visit your sister who just moved to Harrisburg. This is 60 miles away. You know that the speed limits are 55 miles per hour. And you know that there are two places where traffic usually is very heavy, especially during early morning rush hours or evening rush hours between Monday and Friday. If you are traveling on a weekday you should then allow extra time for the traffic delays. You estimate that the trip will take about 1 hour and 15 minutes without any delays. Since you are traveling on a weekday and you want to have 5 hours or more to spend with your sister, you know you will be traveling through rush hour traffic, and must allow extra time. You estimate the delay will be 30 minutes. The trip to Harrisburg will then take 1 hour and 45 minutes. Remember, you will also have to drive back from Harrisburg. If you want to arrive by 10:00 in the morning, what time will you have to leave? Round off the 1 hour and 45 minutes to 2 hours travel time. Then subtract two hours from 10:00 a.m. and you estimate that you must leave by 8:00 a.m.

Use the above steps to estimate what time you would arrive home if you spend 6 hours with your sister.

#8

## Estimating A Repair

You are an employee in an appliance repair shop. A customer brings in a video tape recorder that needs to be repaired. You follow a step-by-step outline to complete the repair and estimate what to charge the customer.

**Step 1: Find out what is the problem with the item.**
You look over the video tape recorder and after checking over everything, you find 2 parts that need to be replaced and the machine must be cleaned. The time you spend doing this was 1 hour.
The shop charges the customer $8.00 per hour for your time.

**Step 2: Do the repairs.**
You replace the two parts and clean the video tape recorder. The parts cost a total of $15.00. You spent 2 hours doing the repairs. Then you cleaned the video tape recorder. The charge for cleaning a video tape recorder is $10.00.

**Step 3: Calculating the bill.**
Finding out why the video tape recorder does not work. (1 hour)
Cost of parts to repair the video tape recorder
Time spent doing the repairs (labor) (2 hours)
Cleaning the video tape recorder (this charge includes your time)

What is the total charge for the customer?

#8 Answer Sheet

## Estimating A Repair

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**Step 3: Calculating the bill.**

| | | |
|---|---|---|
| Finding out why the video tape recorder does not work. | (1 hour) | $8.00 |
| Cost of parts to repair the video tape recorder | | $15.00 |
| Time spent doing the repairs (labor) | (2 hours) | $16.00 |
| Cleaning the video tape recorder (this charge includes your time) | | $10.00 |
| | Total Bill | $49.00 |

# 9

## Estimating a Report

1. Your boss has a large report that needs to be typed and copied. The report contains: 10 test pages; a table of contents; 1 page bibliography (list of books and magazines used); and 2 tables with 3 columns each. Twenty copies need to be made. How would you estimate how much time you need to complete it? You will be using a computer that you know how to use. Here are the facts you need to make the estimate:

> The manuscript is in poor shape. The writing is small and scratched out in places. There are many additions across the tops of sentences and many mistakes in spelling and grammar.
>
> Your abilities:
> You know you can produce 8 pages per hour. But, if the manuscript is in poor shape, you can only produce 5 pages per hour. It takes 90 minutes to create a graph on the computer. The bibliography must be put into the correct format and you will need to find a copy of the format which will take an hour. Bibliographies take you the same amount of time as do charts to complete. A table of contents takes 30 minutes to construct and type.

The copier will copy 1 page every 5 seconds. If you start the job at 9:00 a.m. and the boss wants it done by 12:00 noon for a meeting, will you finish in time?

2. Answer the following questions to help you estimate time.

1. How much time will it take to type the text?______________________________
2. How much time will it take to type the rest of the report_________________________

Do your calculations here:

3. What is the total amount of time needed to type report?________________________
4. How long does it take to photocopy the report?______________________________

Do your calculations here:

5. How long will it take to type and photocopy the report________________________
6. Will you have it completed by 12:00 noon?

## #9 Answer Sheet

## Estimating a Report

1. Your boss has a large report that needs to be typed and copied. The report contains: 10 test pages; a table of contents; 1 page bibliography (list of books and magazines used); and 2 tables with 3 columns each. Twenty copies need to be made. How would you estimate how much time you need to complete it? You will be using a computer that you know how to use. Here are the facts you need to make the estimate:

> The manuscript is in poor shape. The writing is small and scratched out in places. There are many additions across the tops of sentences and many mistakes in spelling and grammar.
>
> Your abilities:
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The copier will copy 1 page every 5 seconds. If you start the job at 9:00 a.m. and the boss wants it done by 12:00 noon for a meeting, will you finish in time?

2. Answer the following questions to help you estimate time.
1. How much time will it take to type the text?________2 hours______________________
2. How much time will it take to type the rest of the report___5 hours_________________
Do your calculations here:

| | | |
|---|---|---|
| Table of contents | 30 minutes | (300 minutes divided by 60 = 5 hours) |
| Bibliography | 90 minutes | |
| Tables (2 @ 90 minutes =) | 180 minutes | |

3. What is the total amount of time needed to type report?_7 hours____________________
4. How long does it take to photocopy the report?___________________________________
Do your calculations here:
1 table of contents + 2 charts+1 bibliography+ 10 pages of text = 14 pages.
14 pages x 5 seconds per page = 70 seconds per report.
70 seconds x 20 copies of the report = 1400 seconds per report.
1400 seconds divided by 60 seconds = 23 minutes 34 seconds rounded up to 24 minutes.

5. How long will it take to type and photocopy the report_7 hours and 24 minutes________
6. Will you have it completed by 12:00 noon? No.

12:00 time due
- 9:00 time started
3.00 hours

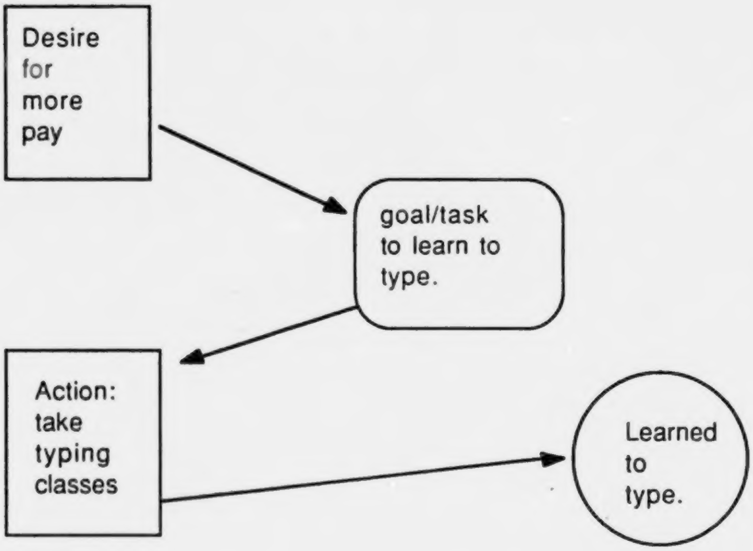
You need 7 hours and 24 minutes to compete the report.
Therefore, you will not be able to complete the report in the
3 hours that are available.

#10

## Setting Goals

Goals reflect your interest in problem solving. A goal is a purpose or a result from a course of action.

Goal Purpose: To get a job that pays more money.


Desire for more pay
goal/task to learn to type.
Action: take typing classes
Learned to type.

Goal Result: Better job with higher pay.

There are two kinds of goals: short-term and long term.

A short term goal can be completing small tasks. Examples are: stuffing 2 boxes of envelopes before quitting time, cleaning off desk top each night.

A long term goal can take months or years to complete. Examples are: reorganizing a department; rearranging furniture; having product sales double in volume.

Short term and long term goals can be business-related or personal-related.

What are examples of two of your short term goals?

What are examples of two of your long term goals?

#11

## Job Order

### Penny's Perfect Printers, Inc.

Date: April 23, 199_

Please make thirty-three copies of the health care report. Copy pages back to back. Put each copy in a colored binder and make a label for each binder.

Distribute the binders to all the employees who have been absent more than two days last month and are listed on the attached list. If you cannot complete this job by Friday, call me.

Penny Jackson.

---

**To Student:**

1. What is the goal?

2. What steps do you need to follow?

3. What resources do you need?

**#11 Answer Sheet**

**Job Order**

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Date: April 23, 199_

Please make thirty-three copies of the health care report. Copy pages back to back. Put each copy in a colored binder and make a label for each binder.

Distribute the binders to all the employees who have been absent more than two days last month and are listed on the attached list. If you cannot complete this job by Friday, call me.

Penny Jackson.

---

**To Student:**

### 1. What is the goal?

The goal is to make thirty-three copies of health care report and distribute to employees by Friday.

### 2. What steps do you need to follow?

a) Find the correct report.
b) Ask questions about any unfamiliar terms or unclear instructions. Example: Back to back; what color binder; what should be on the label?
c) Make thirty-three copies of report
d) Put labels on each report.
e) Use the list of employees and distribute each report.
f) If there is a problem, call Penny Jackson.

### 3. What resources do you need?

1. Copier or printer.
2. 33 binders
3. Hole punch
4. 33 labels
5. List of employees
6. A supply of paper in a quantity sufficient to complete the job.

#12

## Sorting Facts For Problem Diagnosis

There are three important things to know when sorting facts in order to diagnose problems with a machine that may not be working properly.

**1. What does the machine do?**
When you know what a machine is supposed to do, you can then decide if it is doing what it is supposed to do. The operator's manual that comes with the machine may help tell what the machine does.
Let's use the example of a light bulb to illustrate this point. The light bulb is supposed to light.

**2. How does the machine do its job?**
Read the operator's manual or have someone explain how the machine does its job. Using the example of a light bulb, the light bulb uses electricity to heat the filament which glows when heated, giving off light and heat.

**3. What are the parts of the machine?**
Machines are a system of many parts. Each part has a certain job. All the parts work together so the machine can do its job. We will again use the example of a light bulb. The parts of a light bulb are: the light bulb, which consists of the glass, the filament, and the base which makes contact with the power source. In order for the light bulb to work, it must be connected to a lamp or light fixture which is hooked up the the power source. The light bulb fits into a light socket on the lamp or light fixture. The power source for the lamp or light fixture consists of wires or other hook-up devices to get the power from the power source to the bulb, and a switch to control the flow of power.

Using the above information, you can then begin the check or troubleshoot equipment that may not be working properly. In the case of the light bulb, if the bulb fails to light, it may not be working. Why the light bulb is not working would then have to be checked.

In order to trouble shoot a light bulb that does not work, you would first check the parts of the bulb and ask yourself questions as you checked.

Is the light bulb in a lamp or light fixture? [Check if bulb is loose.]

Is the lamp plugged into a power source? [Check for loose wires or connections.]

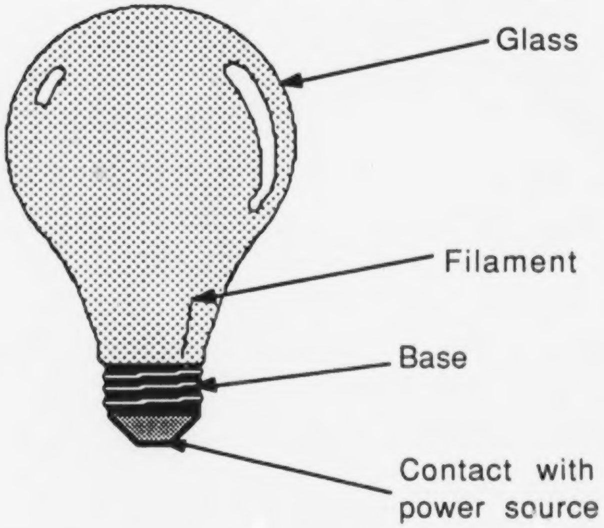
Is the switch turned on? [Check if switch is on.]

Are other lights nearby working? [Check other lights. If not, perhaps the power is off.]

Does the bulb light in another lamp? [If yes, then check tne lamp or light fixture for problems.]
Then you would check other parts of the bulb for problems.

#13

## Diagram of A Light Bulb


Glass
Filament
Base
Contact with power source

A diagram can explain the parts of a complex machine more clearly. Compare this diagram of the light bulb with the description of the light bulb in Handout #12. Using this diagram, you can see the parts of the bulb and decide which part may not be working.

#14

## Troubleshooting a Lamp

Problem: Light does not come on.

| Possible Cause: | Repair It | Replace It | Check This |
|---|---|---|---|
| A. Lamp is not plugged in | | | X |
| B. Wire or plug to power source is broken | X | X | |
| C. Fuse or circuit breaker is blown | | | X |
| D. Switch does not work | X | X | |
| E. Bulb does not work | | X | |
| F. Bulb is loose | | | X |

# 1

## Occupational Orientation Matrix

The following statements describe various things about working on a job. Answer each statement as though you were working now at the job of your dreams. Circle whether you would behave:
(A) Always, (F) Frequently, (O) Occasionally, (S) Seldom, (N) Never.

If I were working today:

A F O S N ____ 1. I would enjoy acting as the leader for my co-workers.
A F O S N ____ 2. I would like to get as much overtime work as possible.
A F O S N ____ 3. I would like to have complete freedom on my job.
A F O S N ____ 4. I would like to know exactly what my job responsibilities are.
A F O S N ____ 5. I would like to be able to use my own judgement to solve problems.
A F O S N ____ 6. I would encourage my co-workers to do their jobs right.
A F O S N ____ 7. I would like to try my own ideas on the job.
A F O S N ____ 8. I would want my co-workers to do their job the way they think best.
A F O S N ____ 9. I would work hard for a job promotion.
A F O S N ____ 10. I would do my work as fast as possible.
A F O S N ____ 11. I would settle disagreements when they occur among my co-workers.
A F O S N ____ 12. I would get swamped by too many details.
A F O S N ____ 13. I need clear instructions from the boss on how and when things need to be done.
A F O S N ____ 14. I want each worker to have a specific job.
A F O S N ____ 15. I want all workers to follow standard rules and regulations.
A F O S N ____ 16. I dislike a boss who encourages competition in getting the job done.
A F O S N ____ 17. I want my co-workers interested in getting the job right the first time.
A F O S N ____ 18. I want to be known as a friendly, cooperative worker.
A F O S N ____ 19. I don't want to work with people with whom I can not be friends.
A F O S N ____ 20. I want to keep learning new and interesting ways to do my job.
A F O S N ____ 21. I do my best when I work with a group of people who get along well.
A F O S N ____ 22. I work best when encouraged to work harder to help company produce more.
A F O S N ____ 23. I think the worst thing is failing to get an important job done.
A F O S N ____ 24. I am disturbed by a lot of bickering and arguing among co-workers.
A F O S N ____ 25. I like a boss who gets the job done.
A F O S N ____ 26. I prefer to spend my leisure time with people rather than hobbies.
A F O S N ____ 27. I would like to have my plans be used to get the job done.
A F O S N ____ 28. I find working with friends more important than getting the job done.
A F O S N ____ 29. I like a boss who is easy to talk to and makes the job a friendly place to work.
A F O S N ____ 30. I want to be known as a fast and accurate worker.

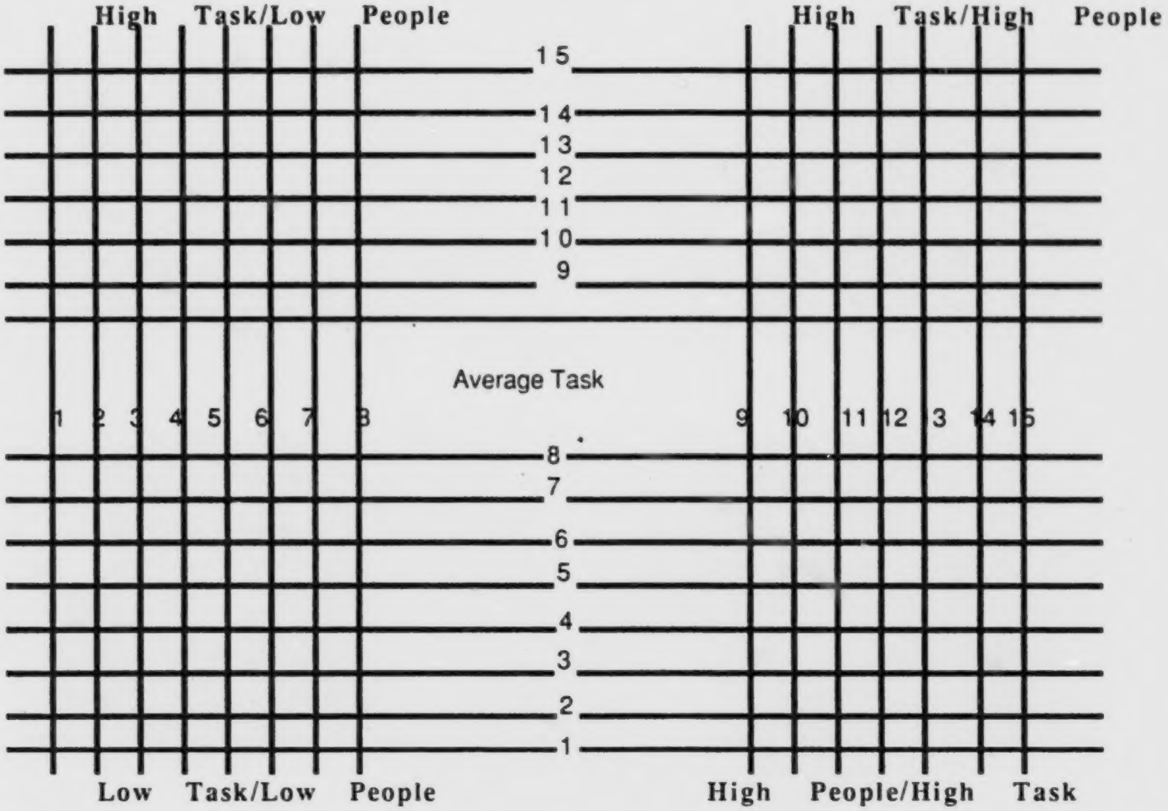
#1 Occupational Orientation Matrix Page 2.

## Scoring

To score your questionnaire, write a 1 in the columns by **all** the items you circled A or F. Next, circle all the "1's" you have written in front of the underlined items. Count the circled"1's." This is your People Orientation Score. Write the number here______________________.

Next, count the uncircled "1's." This is your Task Orientation Score.

Write the number here__________________________.


High Task/Low People
High Task/High People
15
14
13
12
11
10
9
Average Task
1 2 3 4 5 6 7 8
9 10 11 12 13 14 15
8
7
6
5
4
3
2
1
Low Task/Low People
High People/High Task

To locate yourself on the Occupational Orientation Matrix, find your People Orientation Score on the horizontal line. Next find your Task Orientation Score on the vertical line and place an **X** in the quarter that represents your two scores.

People satisfy their needs through work. This can be done by accomplishing things (Task Orientation) and by being with people (People Orientation). A combination of Task and People usually meets our needs. Occupations can be classified into families. The People Family of occupations includes: Service, Business, Entertainment/Education. The Task Family of occupations includes: Technology, Outdoor and Science. These occupation families are general classifications and there are many different variations in each family. For example: under the Service category in the People Family, occupations are: waitress, salesclerk, cosmetology, and nursing.

#1 Occupational Orientation Matrix, page 3

**Service** occupations consists of jobs where serving the public in some manner is the primary task. How and what you do for people, depends upon the job. You could sell items, or perform a service such as hair styling. Some of the occupations are: waitress, salesclerk, cosmetology and nursing. There are other occupations included which are not listed here.

**Business** occupations consists of jobs such as financial (record keeping, statistical analysis), administrative (office managers and personnel interviewing) and communication (reception and information order clerk)

**Entertainment/Education** occupations are those jobs that involve contact with people doing or learning something such as musicians, teachers, and sports players.

**Technology** occupations are those jobs where production of goods occurs such machinist, welder, and plumber.

**Science** occupations include those jobs in the medical profession such as laboratory technicians, health care [for example: dental assistants, X-ray technicians] and electronics.

**Outdoor** occupations include jobs having environmental concerns such as fish conservation, farmer, forestry/logging.

These are only a few occupational areas. There are many more occupations in each of the categories. Have your instructor recommend a few guides to use to locate other occupations.

Each of the four corners of the matrix represents a different category. These are combinations of people and task involvement. The top of the chart shows high task interests, while the bottom of the chart shows low task interests. The right side (top and bottom) of the chart shows high people interest, and the left side shows low people interests. Each combination has different meanings according to the different occupations that could fall into that area. The definitions of the four corners of the chart are as follows:

**Low Task and Low People.** [bottom left] Persons in this category could look at occupations having low responsibility for accomplishing things and little involvement with others: unskilled or semi-skilled occupations in the Service and Outdoor families.

**High Task and Low People.** [top left]. Persons in this category could look at occupations in the Technology, Outdoor and Science families.

**High Task and High People.** [top right]. People in this category could look at occupations in Entertainment, Teaching and Sales.

**High People and Low Task.** [bottom right] People in this category might investigate occupations in Service, Business, Entertainment/Education.

**Average Task and Average People**. This category is right in the middle between all of the above. People in this area might investigate occupations combining Service and Business and Entertainment/Education with occupations demanding an average amount of responsibility for getting things done and people involvement such as secretary, sales clerk, receptionist.

This questionnaire is only an indicator of general patterns of interest for future exploration.

#2.

## Internal or External?

### Occupational Orientation Survey.

**Directions:** Read the series of statements. There are two alternative statements in each question. Decide how much A or B sounds like you. You have 4 points to use between the 2 alternatives. If A sounds like you, and B does not, give all your 4 points to A. Or, if B sounds like you and A does not, give all your four points to B. If you are closer to one than the other, or evenly divided, divide your 4 points to A or B. See example below.

| Example: I prefer: | A | B |
|---|---|---|
| A: In the evening to sit home with a good book. | 3 | |
| B: To go out to a party in the evening. | | 1 |

[Most of the time I like to stay at home and read, but sometimes I like to go to parties.]

---

A B

1. I prefer . . .
   A. To have a lot of friends.
   B. To have a few friends with whom I can share ideas and feelings. ________________

2. In my free time. . .
   A. I'd rather do something with a group of friends.
   B. I'd like to read a book or do a hobby by my self. ________________

3. I would . . .
   A. be embarrassed if I wasn't dressed the way most of my friends were.
   B. wear clothes that fit the occasion even if I might look different. ________________

4. For me. . .
   A. I am most happy doing something with friends or family.
   B. I am perfectly happy being alone doing something I am interested in. ________________

5. I like. . .
   A. to chat with store clerks, bus drivers, waiters or waitresses, etc.
   B. to just pay for my purchase, order my food, and keep to myself. ________________

6. Generally, I am known. . .
   A. as a happy, outgoing person with a lot of friends.
   B. as a serious but friendly person with just a few friends. ________________

7. I prefer participating in. . .
   A. team sports, for example softball, volleyball, basketball, etc.
   B. individual sports, hiking, fishing, swimming, etc. ________________

8. I would rather . . .
   A. work on project with a group of friends.
   B. do the project by myself. ________________

9. When I have a party. . .
   A. the more people there, the merrier.
   B. I prefer just a few friends (2 to 6) ________________

10. A successful person is one who. . .
    A. gets along with everyone and is a leader.
    B. lives up to his/her own standards no matter what happens. ________________

Total each column. ________________

#2 Internal or External Page 2.

Write the total number of points for A and B in the spaces below. Then subtract B from A and add 40 points.

A____________minus B____________ + 40 equals____________ Internal/External score.

| 0 - 20 | 21-59 | 60-80 |
|---|---|---|
| Internal | Balanced | External |

Find your score on the chart above.

Knowing your personality is important to consider as you are considering a career. There is no one alternative better than another. Knowing whether you are an internal or external person can affect your future satisfaction on the job.

**Internal** oriented persons prefer to do things alone. They tend to be independent and avoid situations where they feel threatened. On the job, they prefer to work alone with little or no supervision. They do not do well as supervisors or managers of other people.

**External** oriented people need others for a variety of reasons. They like the excitement and action of larger groups and the attention which the group provides. They like people and feel more comfortable with other people. On the job they work well with others and develop effective relationships. They do not like to work alone.

**Balanced** oriented people are balanced between being around people and being alone. They can handle either type of situation. On the job they can work well independently and also feel comfortable with others.

Knowing your orientation can help reduce stressful situations such as an internally oriented person being forced to deal with large groups of people, or the externally oriented person being forced to work alone. Consider your orientation when selecting a career. If you already are working, does your present job fit your orientation? If not, is there something you can change?

#3

## What are Your Occupational Values?

**Directions:** Read each statement and circle the number which best represents how the statement describes you.
(1) Strongly Disagree; (2) Disagree; (3) Neutral ; (4) Agree; (5) Strongly Agree.

| Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 1. It is more important for a job to offer security than opportunity |
| 1 | 2 | 3 | 4 | 5 | 2. It would be hard to live with the feeling that others are passing me up in my job. |
| 1 | 2 | 3 | 4 | 5 | 3. The kind of occupation I have isn't as important as earning enough money for a good living. |
| 1 | 2 | 3 | 4 | 5 | 4. I want my occupation to provide me the opportunity to acquire new skills and knowledge. |
| 1 | 2 | 3 | 4 | 5 | 5. A very important part of work is the opportunity to make friends. |
| 1 | 2 | 3 | 4 | 5 | 6. I want an occupation where I can look forward to a stable future. |
| 1 | 2 | 3 | 4 | 5 | 7. It is important in an occupation to have the chance to get to the top. |
| 1 | 2 | 3 | 4 | 5 | 8. Success in a job is judged mainly by how much money I make. |
| 1 | 2 | 3 | 4 | 5 | 9. I have the right to expect work to be fun and exciting. |
| 1 | 2 | 3 | 4 | 5 | 10. I would prefer an occupation with an opportunity to work with people rather than things. |
| 1 | 2 | 3 | 4 | 5 | 11. It is more important that I be able to count on having a job rather than make a lot of money. |
| 1 | 2 | 3 | 4 | 5 | 12. Success in an occupation is when I have respect and recognition from others. |
| 1 | 2 | 3 | 4 | 5 | 13. Work is nothing more than a way of making a living. |
| 1 | 2 | 3 | 4 | 5 | 14. It is important for me to have an occupation that gives me a chance to develop my abilities. |
| 1 | 2 | 3 | 4 | 5 | 15. It is not right for me to lose friends just to get ahead at work. |
| 1 | 2 | 3 | 4 | 5 | 16. The most important factor about an occupation is that I can depend upon it being there. |
| 1 | 2 | 3 | 4 | 5 | 17. Getting recognition for my work and occupation is very important to me. |
| 1 | 2 | 3 | 4 | 5 | 18. My occupation has to provide me with the chance to make a great deal of money. |
| 1 | 2 | 3 | 4 | 5 | 19. I want an occupation in which I can work with new ideas, be original and creative. |
| 1 | 2 | 3 | 4 | 5 | 20. The main satisfaction I can get from work is helping my fellow workers. |
| 1 | 2 | 3 | 4 | 5 | 21. It is important for me to be reasonably sure that my occupation is fairly permanent. |
| 1 | 2 | 3 | 4 | 5 | 22. I should try to succeed at work, even if it interferes with other things in life. |
| 1 | 2 | 3 | 4 | 5 | 23. To be successful in my occupation, I have to care about making money. |
| 1 | 2 | 3 | 4 | 5 | 24. It is important for me to have enough freedom and responsibility to use all my abilities in my job. |
| 1 | 2 | 3 | 4 | 5 | 25. It is important for me to have an occupation where I can work with congenial and friendly people. |

#3 Occupational Values page 2.

## Scoring

Write the number you circled for each of the statements and then add each column to obtain your scores.

| Security | Status Recognition | Financial Reward | Self Expression | Personal Relationships |
|---|---|---|---|---|
| 1______ | 2______ | 3______ | 4______ | 5______ |
| 6______ | 7______ | 8______ | 9______ | 10______ |
| 11_____ | 12_____ | 13_____ | 14_____ | 15______ |
| 16_____ | 17_____ | 18_____ | 19_____ | 20______ |
| 21_____ | 22_____ | 23_____ | 24_____ | 25______ |
| Total____ | Total______ | Total _____ | Total______ | Total _____ |

The higher the score you have in a column, the higher the importance you give that personal value. Your scores will vary across all the five values. Knowing what your values are can help you select an occupation that brings you job satisfaction.

The description of the values are as follows:

**Security:** This is an important value for everyone. If your score is high in this area you prefer an occupation that is low risk [stable, permanent and "always there"]. Some jobs that have high security also may have limited opportunity for advancement, and could be lower paying than higher risk jobs. However, you may prefer to always have a job, even if it does pay less, rather than risk being unemployed.

**Status/Recognition**: If you rate this high, you prefer an occupation that has higher social recognition such as teacher or nurse. Status and recognition means that people see the job and the person who has that job as having power, being socially useful, having higher intelligence and higher salary. Most jobs in this category require college degrees.

**Financial Reward**: If you rate high in this category, you prefer to make money. People in this category change jobs frequently in order to get higher salaries. People having this value work harder than the average person and may be considered a "workaholic" which is a person dedicated to his/her job before anything else.

**Self Expression:** If you rate this category high, you prefer occupations that enable you to use your talents and abilities. You prefer occupations that are interesting, have continued growth and opportunities for more learning and development. Salary and recognition are of lesser importance to you.

**Personal Relationships:** If you rate this category high, you want an occupation in which you have a chance to develop friendships. You want your job to help you develop a network of friends and your social life is usually with those people from your job.

Knowing yourself and what is important to you can help you make decisions about occupations that may bring a greater job satisfaction. If you score evenly across several values, an occupation that combines those values would be more satisfactory for you.

#4

## Career Planning Questionnaire

**Directions:** Read each question and circle either True or False as you think is correct.

True False 1. Community colleges and vocational-technical schools are only for people who want training for a specific job like welding, auto body and repair, and carpentry.

True False 2. The majority of jobs require a college education.

True False 3. In your lifetime you will spend more of your time working than doing anything else.

True False 4. An apprenticeship is one way of earning while learning a job.

True False 5. The biggest effect of work on your life is to provide money for the things you want.

True False 6. Choosing a job or career means selecting one you like and working hard to get the education or skills needed.

True False 7. If you look correctly, you should be able to find the one job that is "right" for you.

True False 8. Choosing the right job is important because you will spend the rest of your life in that job.

True False 9. People who change occupations usually did not plan correctly in the beginning.

True False 10. You should choose a job as soon as possible so that you can get the training needed and not waste time.

True False 11. The best way to begin planning a career is to take a test to see what you should do.

True False 12. Getting a job and trying it is the best way to find out about an occupation.

True False 13. In order to get a job, a liberal arts college graduate must get a graduate degree too.

True False 14. Career planning and making a decision about a job can not be reversed.

True False 15. Most jobs do not require a particular set of skills or abilities.

True False 16. Most people start their careers at about age 20 and go directly to the best career.

True False 17. The major field you choose in college will predict the career you will have after graduation.

True False 18. There is no set of responsibilities for every occupation.

True False 19. In ten years, most jobs will require at least a college degree.

True False 20. The more work experience you have the more likely an employer will want to hire you.

#4 Career Planning Questionnaire page 2.

DIRECTIONS TO INSTRUCTOR:
Use the questionnaire as a basis for discussion in career planning. After the students have completed the questionnaire have them score the answers as follows:

Questions 3,4,15,18 are True. All other answers are False.

Count up the number of correct answers. A score of 18-20 is Excellent, 15-17 is good, 12-15 is Fair. A score below 12 indicates a need for more information before planning a career.
Answers:
1. FALSE Community colleges and vocational-technical schools offer courses transferable to four year colleges in addition to the occupational training classes.
2. FALSE. Employment trends indicate that only about 25% of all job openings require a college degree.
3. TRUE. You will spend more time in work related activities than any other type of activity.
4. TRUE. Apprentices are paid a percentage of a journeyman's salary and you get paid for on the job training.
5. FALSE. Your job may affect where you live, the kind of friends you have and the kinds of recreation in which you can participate.
6. FALSE. Having an interest or desire in a certain job does not mean you will have the required knowledge or skills to do the job. Interests are a good beginning but abilities must be also considered.
7.FALSE. The abilities of most people will qualify them for several jobs that may not be similar. Interests also change over time and people can choose different jobs with the same skills and abilities.
8. FALSE. The average person will change jobs at least four to six times during a lifetime. This is due to the changing nature of the work force. Jobs will be phased out and new ones created.
9. FALSE. The workplace may be changing and your interests may have changed too.
10. FALSE. If you are too rigid in your career choice, you have not planned for changes in the labor market, personal interests, and values.
11. FALSE. Tests will not tell you what specific jobs are right for you. Interest inventories can compare your interests with certain job families and achievement tests can tell you if you have the skills.
12. FALSE. This is very time consuming if you were to investigate several jobs in this way. Other ways to explore job categories would be to talk with someone in the field, or use occupation handbooks.
13.FALSE. The majority of liberal arts graduates are employed without advanced degrees.
14. FALSE. You can change careers whenever your talents, needs, or the labor market changes.Your talents, skills, needs and interests are constantly changing and growing shaped by your occupational experience. You could transfer these skills and abilities to other occupations.
15.TRUE. The majority of jobs except for highly technical ones can be accomplished in different ways by people with differing sets of talents and skills.People are usually hired for their potential to learn and advance.
16. FALSE. People and their careers change. The skills and knowledge of one job can often be applied to others. For example teaching skills could be used in real estate, car sales, or insurance sales.
17. FALSE. People with education covering many areas find themselves choosing work usually not directly related to the major field of study in college. For example, an English teacher becomes a football coach. [An example: Joe Paterno, Penn State University]
18. TRUE. People in occupations having the title often perform tasks using different skills. They may have the same responsibilities but use their own style and talents.
19. FALSE. Trends indicate that most jobs will require additional technical training, but less than 25% will require a college education.
20. FALSE. Previous work experience is important, however employers look for people who have the potential to learn and grow with the company. Experience is only one factor used in selection.

#5

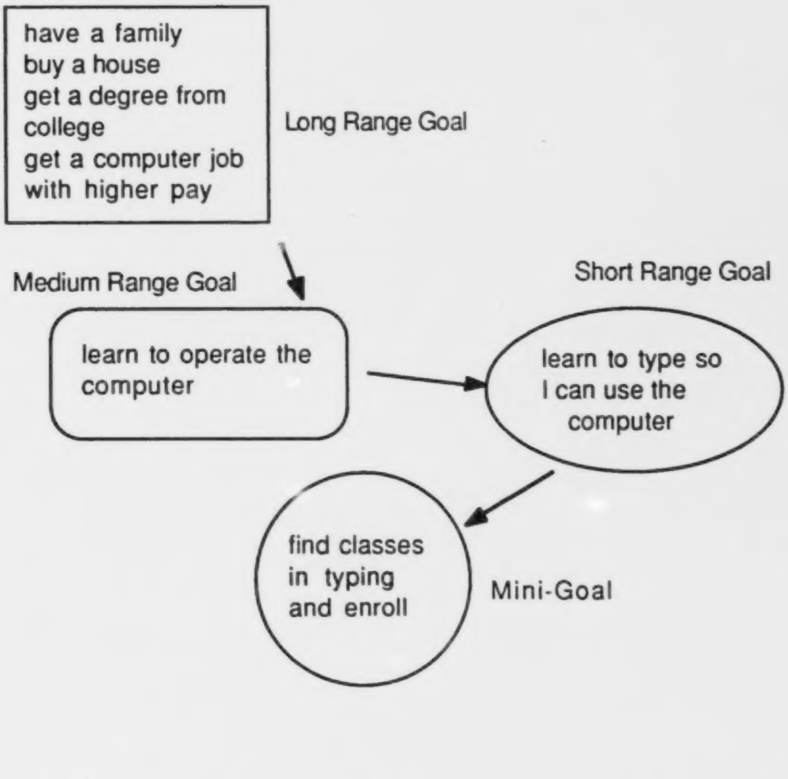
## Types of Goals:

**Long Range Goals:** are goals that cover the next 1-5 years. These goals are concerned with the overall life you wish to live; the type of job you want; whether or not you wish to be married; and the general situation in which you wish to live. These goals usually take a long time to achieve and are accomplished by completing many shorter term goals all related to some part of the long range goal.

**Medium Range Goals:** cover the next 6 months to one year. They cover the particular kind of training or education you are seeking, or a step in your career. These goals could be a part of a long range goal.

**Short Range Goals:** are the goals for the next 1-6 months. These are very specific goals. These goals should include a specific time frame for completion. For example: I want to work on computers (in five years.) I need to take courses on how to operate the computer (1-2 years.) I need to take a course to learn to type so I can work on the computer courses. A typing course takes 10 weeks. This is almost 3 months, so I need to take a typing course in the next 6 months. A short range goal is to take a 10 week course in typing.

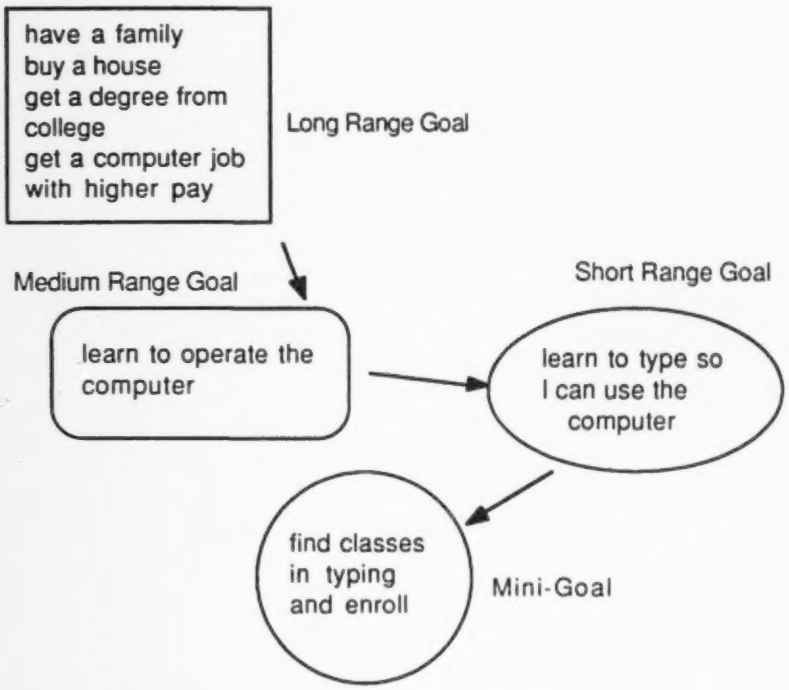
**Mini-goals:** are those from now to one month. What do I need to do to reach my short term goal. List the action you can take now and within the month to get you on your way toward accomplishing your goal.


have a family
buy a house
get a degree from college
get a computer job with higher pay
Long Range Goal
Medium Range Goal
learn to operate the computer
Short Range Goal
learn to type so I can use the computer
find classes in typing and enroll
Mini-Goal

# 6

## Action Step in Goal Setting

Breaking down goals into action steps is necessary in order to achieve goals by specific dates. Look at the Goal Flow Chart below. Then answer the questions on the bottom of the page.


have a family
buy a house
get a degree from college
get a computer job with higher pay
Long Range Goal
Medium Range Goal
learn to operate the computer
Short Range Goal
learn to type so I can use the computer
find classes in typing and enroll
Mini-Goal

1. What is one long range goal?

2. Does the medium range goal fit into a long range goal? If so where?

3. Look at the long range goals, then plan another medium range goal using a different long term goal.

4. What would be a short range goal for the medium range goal named above.?

5. What could you do right now to get ready for the short range goal?

#6 Action Step in Goal Setting Page 2.

In setting up action steps to achieve goals it is necessary to ask yourself some questions.

1. What do I want to do?

2. How long will it take me to do this?
Depending upon the length of time, this could be a long range, medium range or short range goal.

3. Where will I need to do this?
This could could be a geographic location or it could be a a type of job. For example: If I want to grow tropical plants, I could move to a tropical climate, or I could work in a greenhouse and grow them here.

4. What are the step by step procedures I will need to follow to achieve my goal?
These can be mini goals, short range goals or medium range goals, or any combination of these goals. It depends upon which level of goal you are working on. For example: I want a job in Harrisburg. [Long term goal] I want to buy a car. [medium range goal] I need to save a little more money for a down payment for the car. [short range goal] You could get the job in Harrisburg first, and travel with someone who is driving there while you save money to buy the car. Or, you could save money to buy the car and after the car is purchased, then find a job in Harrisburg.

5. Are there any problems I might have in doing this?
Problems might occur at any level, long range, medium range, or short range. It is good to anticipate what possible problems might occur so that you can try to avoid them or deal with them.

6. How will I overcome these problems?

7. What time schedule should I set to achieve my mini-goal?
If you are working on a mini goal which is an immediate goal, how much time are you willing to give yourself to complete this goal? This is a critical area. If you put off doing the small things you can do immediately, then you will put off doing the other goals. After awhile you will look back and find nothing has been achieved.

# 7

## My Dream Job

Pack your bags and get ready. You have used a magic wand and for one week you can have any job you want. Using what you know about yourself and your career values, select your perfect job. Wave your magic wand and you will automatically have this job in another city or state. Whatever you decide is your perfect job will be yours, but it must be realistic to fit your job values.
Answer the following questions about your new job:

Your job is:

The place where you work is called:

What is your title:

Describe the place you work. What does it look like?

In what city or state is the job located?

How long did you attend school? Did you get a degree?

What kinds of previous experience or other work experience do you need?

List 4 skills you need for this job.

Poof! Now your week has ended and you are back to reality. List 4 skills or experiences you have **NOW** that could lead to the job that you imagined.

Most people start at the bottom. Then they prove themselves. They get more training and education. Then they move up. Below or on the back of this page describe the kind of job you are qualified for now, or could get today that would give you some experience. Then tell your next steps:

Job I am qualified for now:

Next I would get this type of training or education:

Then maybe I could do:

#7 My Dream Job page 2

## My Dream Job
## Action Steps in Goal Setting

Deciding what to do when is necessary if we are to achieve our goals. Look at the bottom part of "My Dream Job." Begin thinking about the job you are qualified for now. Think about how it compares with your dream job. What type of education or training do you think would help you get closer to your dream job?

Using the action steps in goal setting begin to think about goals to achieve that dream job.

1. Long range goal (1-5 years)
    I believe the following action steps will help me reach that goal:
    a).
    b).
    c).

2. Medium range goal (6 months to 1 year)
    I believe the following action steps will help me reach that goal:
    a).
    b).
    c).

3. Short range goal (1 month to 6 months)
    I believe the following action steps will help me reach that goal:
    a).
    b).
    c).

What can you do right now to start you on the path to your dream job? (mini goal)

# 8

## My Barriers

By now I guess you know that nobody is perfect. Every employer has some things he/she is not proud to have in the workplace. Every job seeker also has things about which he/she is not proud. These are **not** weaknesses. Instead, they are areas to improve. If you are asked about what your weaknesses are, simply say, "I don't call them my weaknesses, but they are things I want to improve."

Look over the checklist below of possible areas to improve. These are called **barriers**. These are things that get us down and make us think that no one would hire us. Other people have managed to overcome these problems. Next to the check list are some examples of how others have changed or faced these barriers. You may have also overcome some of these barriers. If so, write down how you did overcome the barrier. Your instructor may want to discuss this in class.

| Barriers | What Others Have Done |
|---|---|
| _____I have no job experience | Do volunteer work. Prove you can learn and have good work habits. |
| ____ I don't know how to interview or look for a job. | Take classes to improve your skills |
| _____I have an arrest record | Tell what you have done to change.<br>Get new friends and change your life |
| _____I got fired | Show what training or classes you have taken to improve. |
| _____I changed jobs a lot | Show how your last job was not right foryou and how your new line of work will suit you |
| _____I never got a diploma | Enroll in GED classes |
| _____I have no transportation | Look for someone to ride with |
| _____I am too young (or too old) | Find other people of your age and find out how they found their jobs. |
| _____No one hires people of my background, race, or sex | Get letters of reference from trustworthy and important people |
| _____My English is poor | Enroll in improvement classes |
| _____I have no confidence | Find other people with these problems and ask how they were successful in getting a job |
| _____I have a disability | Get special training to overcome your disability as much as possible. |

# 9

## Transportation For Employment

Assume that you find a dream job and will start to work next week. Answer the following questions about transportation to work.

A. How will you get to work?

1. Public transportation.
   taxi, bus, other. ______________________________
   What is the cost of this transportation per day? __________________________
   What is the cost of this transportation per week? __________________________
   Does the schedule match your work schedule? __________________________

2. Private transportation.
   your car, carpool with someone, other. __________________________
   What will the cost be per day? ______________________________
   What will the cost be per week? ______________________________
   Is this transportation available when needed? ______________________________

B. If you do not have a driver's license, fill in the information below.

Do you want to learn how to drive? ______________________________
Where could you find out more information? ______________________________
What would be the cost to learn how to drive? ______________________________

C. If you have your driver's license but do not have a car, fill in the information below.

Do you have a car you could borrow? ______________________________
Do you want to get your own car? ______________________________
Where would you look for a car? ______________________________

Check off which of the following you would do to find a car.
a) talk to friends and neighbors about available cars. ________________________
b) use the classified advertisements in newspapers. ________________________
c) check used car dealers. ________________________

D. How much would it cost to buy a car? Use space below to figure out the amount of money
Cost of car.
Down payment necessary.
Loan interest.
Monthly payment.
Insurance payment (per year or monthly).
Gas/oil.
Car Repairs.

#10

## My Career Goals

Describe your career plans.

1. What are your job goals?

2. What steps would you take on and off the job to achieve these goals?

3. Put your job goals into the following categories:

Long range goals: Things I would do within 1 to 5 years.

Short range goals: Things I would do within 6 months to 1 year.

What can you do now to work toward these goals?

#11

## Questions for Self Evaluation

Setting and achieving goals takes planning and evaluation. You must set goals for yourself and then after a period of time, evaluate how well you met your goals. Setting goals for yourself to achieve on the job and then reviewing them can let you know whether you are continuing to grow on the job or whether you are at a dead end.

Answer the following questions about your present job. Use your answers as an aid in making decisions about your future on your job.

1. How do I get along with my boss?

2. What are my strong points and capabilities?

3. What are my weak points?

4. How will my supervisor evaluate my work?

5. Can I find out which parts of my job are important?

6. Do I need additional training for this job?

7. Do I need additional training for another job I would like in this company?

8. Where do I want to be in the company in a month? In a year?

9. Will there be chances for promotion after two years if I get the proper skills?

10. Is this job in line with my career goals? If not, what are my plans for reaching my goals?

#12

## Work and Home Worksheet I

1. What are some of the parts of your job that you enjoy and look forward to doing?

2. What are some of the parts of your job that you find unpleasant?

3. Are there some ways that you can change your feelings about the unpleasant parts of the job?

4. If you can't change your feelings about the unpleasant parts, what alternatives do you have?

#13

## Work and Home Worksheet II

1. Have you ever come to work under the influence of alcohol or drugs?

2. Have you ever had a hang-over at work?

3. Do you have frequent arguments with spouse, parents or children at home?

4. Do disagreements interfere with your job?

5. Do you spend all your money instead of saving part of your paycheck?

6. Do you borrow money from your friends?

7. Do you regularly keep late hours on work nights?

8. Have you ever fallen asleep on the job?

Answering yes to several of these questions may mean your personal life has some problems that may be affecting your work.

What could you do to change the "yes" answers?

#14

## Work and Home Worksheet III

1. How much time per day do you spend on things and concerns in the following areas:

Work ______________________number of hours per day.

Home______________________number of hours per day.

Yourself____________________number of hours per day.

Include in each section the amount of time spent thinking about one of the categories, as well as time spent in that environment. Add up the categories.
For example:

> You spend 7 hours per day at work. But current problems at home have forced you to pay personal bills on company time or make telephone calls to home or about personal subjects. Therefore, you figure you spend 2 hours at work worrying about things at home. When you get home, your family has things you must do for them, rather than watching a television program you really wanted to see, or going out with friends. What time you do spend per day in each area.

Work 12 - (Worked late - plus time driving to and from work)
(Taking care of or thinking about problems at home) =10 hours work
Home 6 + 2 (at work) - family things (laundry, cooking, dishes, child care, cleaning, etc.) = 8 hours home
Yourself 6 (taking a shower and sleeping) = 6 hours yourself
24 hours

If you know that you need 8 hours of sleep per night, are you able to get this much sleep?

Is this schedule evenly divided? What category or categories are short changed?

What can you do to change this?

#15

## Is It Time For A Change?

Before you decide whether it is time to change jobs, ask yourself some questions.

- Do I still have the same career goals I had when I took my present job?
- Do I need to change jobs in order to reach the goals I have?
- Have I explored every chance for moving up at my present company?
- Did I get enough experience to qualify for a better job at another company?
- Do I have the training or skills to get a better job?
- Have I worked at this job long enough to get good recommendations?
- Will a new job give me a chance for more growth and better pay?

If you answered yes to every question, you are probably ready to change jobs. However, if you answered no to several of the questions, reevaluate your plans. Look into training programs, or search for ways to make the job more interesting.

#16

## Guidelines For Advancing At Work

1. Decide what your job goals are. List them here.

2. Approach supervisors to request promotion by waiting until it is convenient for them to talk; choosing a private place to talk; selecting the right time to make a request; and being prepared to justify the request by demonstrating extra effort and qualifications. Write down how you would do this.

3. Determine when you have outgrown your present job and should look for a new one. [See Handout #15] "Is It Time For A Change?"

4. Resign from your job in a positive way.
Briefly give your reasons for leaving in the space below.

5. Use layoffs in a positive manner as a time to reassess your present job and redefine your job goals. If you are on layoff from a job, do you want to return to work at the same company? If yes, why?

If no, why?

# 1

## "Who Am I - In The Mirror?"

1. You just looked at yourself in the mirror. You saw a person there. Describe the person you saw. Include as many details about yourself as you need to describe yourself.

2. Change your seat and sit next to someone you do not know and perhaps have not met. Describe this person without talking to them.

#2

## "Unhappy Times"

Write down any past unhappy things that may have happened to you in the past. Include times when you felt unhappy or were hurt. Describe as much as you want. No one, except you, will know what is written on this paper. Then fold this paper and await directions.

#3

## "Who Am I?"

Read the statements below. Decide how much the statement sounds like you. Put a score from 0 to 5 in the blank. If the statement really sound like you, score a 5. If part sounds like you, score less. If the statement does not sound like you at all score 0.

I am a person who . . .
________1. gets unhappy at times about what I am doing.
________2. is usually very pleased with myself.
________3. is as good looking as most people.
________4. is very quiet in groups because people might laugh at me.
________5. learns things fast.

________6. has many skills and talents.
________7. thinks I am not a good person.
________8. wants to change a lot about my appearance.
________9. is usually a fun person to be around.
________10. can not concentrate when someone is talking.

________11. can do many things as well as most people.
________12. can be counted on to help.
________13. is of average size.
________14. tries to be what other people want me to be rather than what I am.
________15. has a good memory for many things.

________16. has a creative mind.
________17. has a very confused life.
________18. is very concerned about my health.
________19. is as popular as other people.
________20. is easily upset when I must answer questions in a group.

________21. has problems solving puzzles or figuring out solutions to word problems.
________22. is usually pretty calm about things.
________23. is just the right size.
________24. is usually picked on by other people.
________25. gets very upset when I am being tested.

________26. finds it hard to understand myself.
________27. doesn't think very much of myself.
________28. is not very big and doesn't have a nice shape.
________29. can make friends very fast.
________30. gets things done on time.

#3 page 2.

## Scoring

| Positive | Self Concept | Negative | Score |
|---|---|---|---|
| 2,12,22 P ____________ | In General - I am a person | 7, 17, 27 N ______ | P - N = _____ |
| 6,11,16 P ____________ | Thinking Abilities | 1, 21, 26 N______ | P - N = _____ |
| 3,13,23 P____________ | Physical Appearance | 8, 18, 28 N______ | P - N = _____ |
| 9,19,29 P____________ | Social Relationships | 4, 14, 24 N______ | P - N = _____ |
| 5,15,30 P____________ | Continued Learning | 10, 20,25 N______ | P - N = ____ |

Add the points you gave to each of the statements. Subtract the negative score from the positive score and put the answer in the Score column at the end of the

Add all the answers in the Score column and put the total on this line. ____________

The total score indicates your opinion of yourself.

Your opinion of your self is called a self concept. It is how you think about yourself. The five scores in the different self concept categories give you an indication of how you feel about yourself in that category. The higher the score, the higher your self concept. The highest possible score on the scales is 15. The highest possible total score is 75. A low score on any of the 5 categories might be 0. A low overall score is under 20.

This exercise is intended to show you your opinion of yourself. It does not rate your abilities in these areas. Your abilities may be very different from how you think of yourself. Example: you may think of yourself as fat, yet in reality, you are actually 20 pounds below the suggested weight for your height.

#4

## Ten Steps To Brighten Your Life

1. Begin the day in a calm and cheerful mood. Say, "This is going to be a good day. I am going to be calm and cheerful right now." Then reach over and pat yourself on the back several times and say "I'm good at: ______________________________.
(subject or area)

2. Try smiling at others --make believe your underwear is tickling you. A smile is contagious and you will feel better as others smile at you. Set a goal to smile at the first 5 people you meet each day. Then, the next week increase it to the first 6 people you meet and so on.

3. Count your blessings - - list them one by one. Did you ever realize the real wealth you have?

4. Enjoy this day with beautiful thoughts and pleasant memories. Live life one day at a time. Write down all the good things that happened to you today. Review this list every week.

5. Be adventurous. Try walking and see new neighborhoods, new buildings and parks, new scenery.

6. Give a friend a phone call or write a letter. Tell them you were thinking about them, encourage them -- encouragement is oxygen to the soul.

7. Be a happy person, see the bright side of life, shun the gloom. Having a cheerful, loving attitude lends itself to your best health.

8. Do a good deed, buy a book or give something beneficial to a loved one.

9. Look at yourself in a mirror and tell yourself "I like you."

10. Do something you enjoy today -- just for you -- give yourself a treat.

#5

## Thinking About My Self Esteem

The way you think about yourself affects the way you live:

__your actions, thoughts, and feelings about yourself and others.

__whether or not you plan and achieve your goals for your life.

High Self Esteem can make you feel:

Competent

Skillful

Loved

Proficient

Low Self Esteem can make you feel:

Incompetent

Worthless

Unloved

Unproficient

You can improve your self esteem. You need to feel good about yourself and tell yourself you are capable of achieving many things. Do not relive past failures but close the door mentally and go to better things.

#6

## Personality Profile

Complete the sentences below by writing down your thoughts. This is not a test, there are no right or wrong answers.

The things I like about myself are:

When I have time I like to:

My friends feel that I am a:

I am good at these things:

I wish I could do:

If I had a lot of time I wish I could:

Making an important decision makes me feel:

I know I have made a good decision when:

The type of work that I am really interested in is:

In the future, I would like to have:

My best job was:

What I liked about the job was:

Things I did not like about the job were:

#6 page 2

Being a parent makes me feel:

The hardest part of being a parent is:

I would most like to be remembered for:

If I could only save one thing from my house it would be:

The reason I want to save this item is because:

#7

## "The Me Nobody Knows"

My secret self

We all have a dream of what we would like to be or what we would like to do. Some of us do accomplish these dreams, especially if it is something we really want to do. However, if our dream involves becoming someone else, these dreams are more difficult to make happen. Knowing what these dreams are can give us some insight into what is important to us.

For example, you may have a dream to be President of the United States. It's unlikely that you will be able to become well known and rich enough to run for the office of President. However, you might look into a career in politics in your town, working on various political committees, or township committees and perhaps running for township supervisor and county commissioner. Or you could look at various state or federal civil service positions that would bring you in contact with political offices.

What is your dream? Think about it and describe it. How long have you had this dream? Why do you think that this job, or person is so interesting?

Describe below your secret dream for yourself or a secret dream you may have for your child.

#8

## Personality Mosaic

Read the statements below. If the statement describes you, circle the number.

1. It is important for me to be physically fit.
2. I need to understand things.
3. My moods are dependent upon music, color and pretty things.
4. I like and need to have people around me to give my life more meaning.
5. I really know that I can do many things.

6. I need clear directions when I am trying to do something.
7. I can build or fix many things myself.
8. I can spend hours trying to think things out.
9. I love beautiful places, with pretty colors and nice things.
10. I love to have company.

11. Competition is exciting.
12. I can't work in a messy place, I must first clean up.
13. I love being creative with my hands.
14. I often think about new ideas.
15. I love to find new things to do.

16. I enjoy sharing my personal life with other people.
17. I enjoy leading others.
18. I am very careful about my work and try to work out all the details.
19. Messy hands are just a part of working and I don't mind that.
20. Education never ends since I am developing my mind.

21. I love to try new styles and colors and look different when I dress.
22. People just seem to come to talk to me because I can tell when they need to talk to someone.
23. I love organizing people and projects and having things happen.
24. In order to get jobs done, I need to stick to a routine.
25. I like to be sensible when I buy or make things.

26. Some days I just daydream, work on crafts, or read.
27. My imagination is important.
28. I like taking care of people.
29. I love to be needed to get a job done.
30. When I do a job I am very thorough and complete.

31. Hands on activities are more fun for me.
32. Some subjects really capture my interest and I love to find out a lot about them.
33. I am very creative and love new ideas.
34. In order to solve some of my problems, I must talk them out with someone.
35. Success means having very high goals.

36. I like being responsible for making decisions.
37. When I have made a decision, I don't like to spend time discussing it again.
38. I always think through a problem completely before I act on it.
39. I like to move things around a lot so everything looks different.
40. Friends are important to me when I am unhappy.

#8 page #2 Personality Mosaic.

41. I prefer to do the planning and have others do the work.
42. I like being where I am.
43. I am an outdoors person.
44. Why is important to me.
45. Moods and feelings are expressed on my job.

46. Helping people to care more for each other is important to me.
47. Taking part in making important decisions is exciting.
48. I would rather that someone else was in charge.
49. I don't like fancy surroundings.
50. I like to continue to think about a problem until I have solved it.

51. I enjoy the beauty of nature.
52. I like close friends.
53. I really want to move up in my job.
54. I like doing part of my work each day so that I am always "caught up"
55. I like rules and order because things are less upset that way.

56. A good book is one that I am able to think about afterwards.
57. Art, plays, and films are important to me.
58. I like to know how people are doing especially if I haven't seen them in a long time.
59. Influencing other people is fun.
60. If I say I will do something, then I make sure everything is done.

61. Doing hard physical work is good for you
62. If I am interested in something, I want to know everything about it.
63. I want to be different from other people.
64. Helping people is important to me.
65. You won't get ahead unless you are willing to take chances.

66. When I start something new, I want clear directions and explaining.
67. If I were to buy a car, the first thing I would check is the engine to see if it is well built.
68. People who are intelligent are interesting to me.
69. When I get involved in a new project, I forget everything else.
70. People who need help worry me.

71. I love to teach people new ideas.
72. I like things to stay the way they are without changing.
73. I can keep cool and get things done in an emergency.
74. New discoveries are so exciting that even just reading about them is fun.
75. Creating new things or ideas is fun.

76. When I see someone who is lonely, I try to do whatever I can to help.
77. I enjoy bargaining.
78. If someone in charge doesn't like what I am doing, I won't do it.
79. Sports provides good exercise.
80. I am interested in nature.

#8 page 3 Personality Mosaic

81. Doing or trying something different and unusual is fun.
82. Most people are good.
83. If at first I don't succeed, I try again.
84. I like to know what I am expected to do.
85. Discovering how things work and fixing them is exciting for me.

86. I can plan things out if I keep calm.
87. Life without beauty would be dull for me.
88. People often talk to me about their problems.
89. When I need to know something, I usually have somebody who can tell me about it.
90. I like plain and simple things to be happy.

Transfer the circled numbers to the columns below.

| R | I | A | S | E | C |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |
| 37 | 38 | 39 | 40 | 41 | 42 |
| 43 | 44 | 45 | 46 | 47 | 48 |
| 49 | 50 | 51 | 52 | 53 | 54 |
| 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 |
| 67 | 68 | 69 | 70 | 71 | 72 |
| 73 | 74 | 75 | 76 | 77 | 78 |
| 79 | 80 | 81 | 82 | 83 | 84 |
| 85 | 86 | 87 | 88 | 89 | 90 |

Total the amount of each column.

R_____ I______ A______ S______ E _____ C______

What areas are your three highest scores?

______________ ______________ ______________

#8 page 4 Personality Mosaic

Find the three areas in which you scored the highest. Read the descriptions of that personality type.

R = Realistic Personality
A Thing Person. Attention is focused on own body. Is very independent, strong, maybe pushy. Likes to explore things using hands and eyes. Expresses feelings and solves problems by using his/her body. Is a risk taker, enjoys the outdoors, money, and problems with clear answers.

A = Artistic Personality
An Information/Thing Person. Centered around feelings, body and thinking. Prefer to use logic to decide things rather than asking someone else. Loves change, and difficult problems that have many alternative solutions. Loves to read and explore new ideas.

E = Enterprising Personality
A People Person. Is centered around projects. Is full of energy, lively, confident, and a leader. Likes to deal with people using feelings, words and thinking skills. Loves organization, managing, exciting times, and leading people. Is a risk taker.

I = Investigative Personality
Information Person. Is centered around the mind. Is independent, curious, intelligent, inward dwelling, and different. Explores ideas using reading. Prefers to think out things rather than relying on people. Is intelligent, logical thinker. Likes complicated problems.

S = Social Personality
People Person. Is a feelings centered person. Is a sensitive leader, responsible and likes helping people.
Uses feelings, words and ideas with people. Is less interested in tools or physical activities. Likes close friends, being in charge, has empathy with people, and likes spontaneous activities.

C = Conventional Personality.
Information Person. Is very organized and accurate. Not easily upset. Is logical, responsible. Prefers security, certainty, status symbols. Follows rules.

Do any of these personality types sound like you? You may be a combination of several of these personality types. Knowing what personality type you have may assist in understanding yourself.

#9

## The Perfect Person

Have you ever seen a perfect person? If not, could you imagine what a person person would be like.

Describe the appearance of a perfect person.

How does this perfect person behave at home?

What does the perfect person do at work?

What type of friends does a perfect person have.?

In what way could you like a perfect person?

In what way are you different from the perfect person?

Should I act perfect? Will this be a problem?

#10

## Truths

If things are true, then it agrees with experience, facts or what is reality.

Read the following statements. If you agree with what it say, do nothing. If the statement is untrue, rewrite the statement to make it true.

You should always be good.

I must always get what I want.

Everything I learn is important.

Expect the worst.

Only one way is correct.

Thinking about mistakes helps you correct them.

In order to have a lot of money, you must work hard.

Things are getting better in the world.

Punishment is correct for those who do wrong things.

Friends will never hurt you.

What are other truths that you believe?

#11

## Do You Agree?

Read each of the following statements. Decide whether or not you agree with the statement. If you disagree with a statement, draw a line through the statement. If you strongly agree with a statement, underline it.

ALWAYS BE FAIR AND JUST

PEOPLE CHANGE FASTER FOR FAMILY THAN FOR FRIENDS

IF YOU ARE RIGHT, THEN THE OTHER PERSON IS WRONG

KEEP YOUR PROBLEMS TO YOURSELF, NEVER SHARE PROBLEMS

ALWAYS SHOW TRUST AND CONFIDENCE.

THE GOAL IS TO BE PERFECT

RULES SHOULD BE FEW AND SIMPLE

NEVER SAY HARSH OR UNKIND WORDS

BE KIND AND COURTEOUS

IF ONE FAMILY MEMBER IS UPSET OR DEPRESSED, THE WHOLE FAMILY SHOULD SUFFER.

THINK OF YOURSELF FIRST.

COMPARING ONE FAMILY MEMBER TO ANOTHER IS OKAY

IF AT FIRST YOU DON'T SUCCEED, QUIT

THERE ARE TWO SIDES TO EVERY ARGUMENT, THE WINNER IS THE ONE WHO YELLS THE LOUDEST.

IF SOMEONE NEEDS HELP, HELP THEM FIRST BEFORE YOURSELF.

#12

## You Decide

These are four people who live in the same apartment building as you. As each of you goes to the basement to do the laundry, you all talk among yourselves about events in your lives. These are 4 of the stories that could have been discussed among you. Give each one an ending.

Lindsey has lived at home for 19 years. She just finished high school last year. She has gotten along well with her parents, but she is beginning to feel that she wants to go out on her own and have her own apartment. Finally, one day she tells her parents [ you fill in what she says.]

Brandon decided that he needed to be making money by the time he was 18. His family had a lot of financial pressures after his father died. His mother had worked to support Brandon and the other two younger children for 2 years while he finished high school. Now Brandon wanted to help relieve some of the financial burden. He decided to look at the options available at the local schools. He had to have some type of marketable skill or be forced to work at common labor jobs with less money. He decided [you finish this story]

Jessica wants to work with blind children. She is now working as a camp counselor at a summer camp for blind children. Jessica feels she cannot wait until she completes college to start working, but she knows that a college degree will open more doors for her. After much thinking and talking to college advisors and friends, she decides to [you tell what she decided]

Justin is very intelligent, loves math and working with numbers. He is very good at repairing machines and cars. College is too expensive for him and his family to afford and Justin doesn't like the thought of sitting in a classroom for 4 years more. After much thought, and talking with his parents, decides to [you tell what he does]

#13

## Wardrobe Analysis

Go through your wardrobe and complete this form. Fill in according to what clothing you already have. Once this is done, it will be easier to decide what you need. When buying new clothing, try to color coordinate the new items with clothing you already own. This will help you to create more working outfits with fewer items thus reducing expenses.

| | Have | Need | Color | Description | Coordinates with these items |
|---|---|---|---|---|---|
| SUITS | | | | | |
| JACKETS | | | | | |
| BLOUSES | | | | | |

#13 Page 2 Wardrobe Analysis

| | Have | Need | Color | Description | Coordinates with these items |
|---|---|---|---|---|---|
| SWEATERS | | | | | |
| SKIRTS | | | | | |

#14

## Your Ideal Life

Let's day dream for a little while and think about the things you would really want to have in your life. If you could choose to have certain things in your ideal life, what would you choose?

Describe an article of clothing that you want____________________________________________

________________________________________________________________________________________

Describe the ideal job you want ________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Your ideal home______________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Your ideal partner ___________________________________________________________________

________________________________________________________________________________________

An ideal place to live________________________________________________________________

________________________________________________________________________________________

The ideal training to get the job you want ______________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Something else that you want________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

#15

## Fun Things I like

What things do you like to do to have fun. Is it acting foolish? Is it going to a certain place? Is it being with certain people? Do you find it fun to joke or tell silly stories? Are sports or games fun?

List 5 things you do that are fun. With whom do you do these fun things?

Fun Things ____________________ With Whom

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What is your idea of fun? ______________________________

______________________________

______________________________

______________________________

List 5 things you would like to do but have not tried yet. With whom will you do these things?

Fun things to do ____________________ With Whom

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

#16

# Treat Yourself

You have worked very hard. Now give yourself a treat. It is something that you have wanted for a long time. Perhaps it is something to eat, or something to wear. Perhaps it is even a place to go.

Your treat may be something that you have wanted but denied giving yourself for a long time. Perhaps you never thought about being good to yourself and giving yourself treats. Now is the time. Be extra nice to yourself. You deserve it.

Some very special treats. These things you would REALLY love:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Describe which of the things above you would really love the most.

What it is?______________________________

Describe your treat in detail.______________________________

______________________________

______________________________

______________________________

What will you have to accomplish to earn the right to give yourself this treat?

______________________________

______________________________

______________________________

______________________________

#17

# Common Needs

A need is not always a material thing. Each of the items listed below is a need for many people, and not one is a material thing.

Some people have greater needs for one or another of the items. Some people have less needs for the items. Decide which level of need you have for each of the items listed. Then decide what you can do to satisfy this level of need.

Circle the level of need you have now for each of the items listed. Then describe how you can best meet this level of need.

| Need For: | Level of Need | How to Meet This Need |
|---|---|---|
| **Respect** | Low<br>Medium<br>High | |
| **Communication** | Low<br>Medium<br>High | |
| **Security** | Low<br>Medium<br>High | |
| **Companionship** | Low<br>Medium<br>High | |
| **Understanding** | Low<br>Medium<br>High | |
| **Independence** | Low<br>Medium<br>High | |
| **Trust** | Low<br>Medium<br>High | |

#17 page 2 Common Needs

Circle the level of need you have now for each of the items listed. Then describe how you can best meet this level of need.

| Need For: | Level of Need | How to Meet This Need |
|---|---|---|
| **Achievement** | Low<br>Medium<br>High | |
| **Acceptance** | Low<br>Medium<br>High | |
| **Freedom to Explore** | Low<br>Medium<br>High | |

**What are some other needs that you have?**

| Need For: | Level of Need | How to Meet This Need |
|---|---|---|
| | Low<br>Medium<br>High | |
| | Low<br>Medium<br>High | |
| | Low<br>Medium<br>High | |

#18

## Worksheet: Maslow's Hierarchy of Needs

Each of us has needs that we must consider in order to achieve a sense of self worth. Some of these needs are material things. Some are not. Needs can be categorized into different levels that we must complete before continuing onto the next level. If you do not meet all your needs at one level before going onto the next level, you might feel somewhat unsettled or disorganized or too spread out. In order to form a strong base, basic categories of needs should be met before going on the next level. This is similar to building a building by placing one block upon another. Think of these blocks as forming a pyramid, with the strongest most important needs at the bottom and building up to a peak. Goals are set to accomplish the needs at the level in which you are working and then, when the goals are achieved, new goals for the next level can be set.

Look at page #2 : "Be A Star!" The needs at the bottom of the pyramid are the basic needs: food, shelter and clothing. Each of us must have these basic needs constantly. The next level builds upon the basic needs by adding additional items such as security and money.

Use Handout # 17 "Common Needs" and decide where on the pyramid you are. Put an X on the level. Tell how you know that you have met the previous levels needs.

Can changes in your life cause you to change levels on the pyramid? If so tell how.

What goals will you need to set in order to climb higher on the pyramid? List the goals here.

Are the goals long term, short term, or mini goals.?

What do you plan to do first?

#18

## Worksheet: Maslow's Hierarchy of Needs
## Answer Sheet

Each of us has needs that we must consider in order to achieve a sense of self worth. Some of these needs are material things. Some are not. Needs can be categorized into different levels that we must complete before continuing onto the next level. If you do not meet all your needs at one level before going onto the next level, you might feel somewhat unsettled or disorganized or too spread out. In order to form a strong base, basic categories of needs should be met before going on the next level. This is similar to building a building by placing one block upon another. Think of these blocks as forming a pyramid, with the strongest most important needs at the bottom and building up to a peak. Goals are set to accomplish the needs at the level in which you are working and then, when the goals are achieved, new goals for the next level can be set.

Look at page #2 : "Be A Star!" The needs at the bottom of the pyramid are the basic needs: food, shelter and clothing. Each of us must have these basic needs constantly. The next level builds upon the basic needs by adding additional items such as security and money.

Use Handout # 17 "Common Needs" and decide where on the pyramid you are. Put an X on the level. Tell how you know that you have met the previous levels needs.

*Students will be at different levels. Some may have achieved parts of several different levels. Place the X at the lowest level that needs to be completed. For example: if the student does not have a stable home environment, the first basic level of food, shelter, and clothing may still need to be achieved.*

Can changes in your life cause you to change levels on the pyramid? If so tell how.

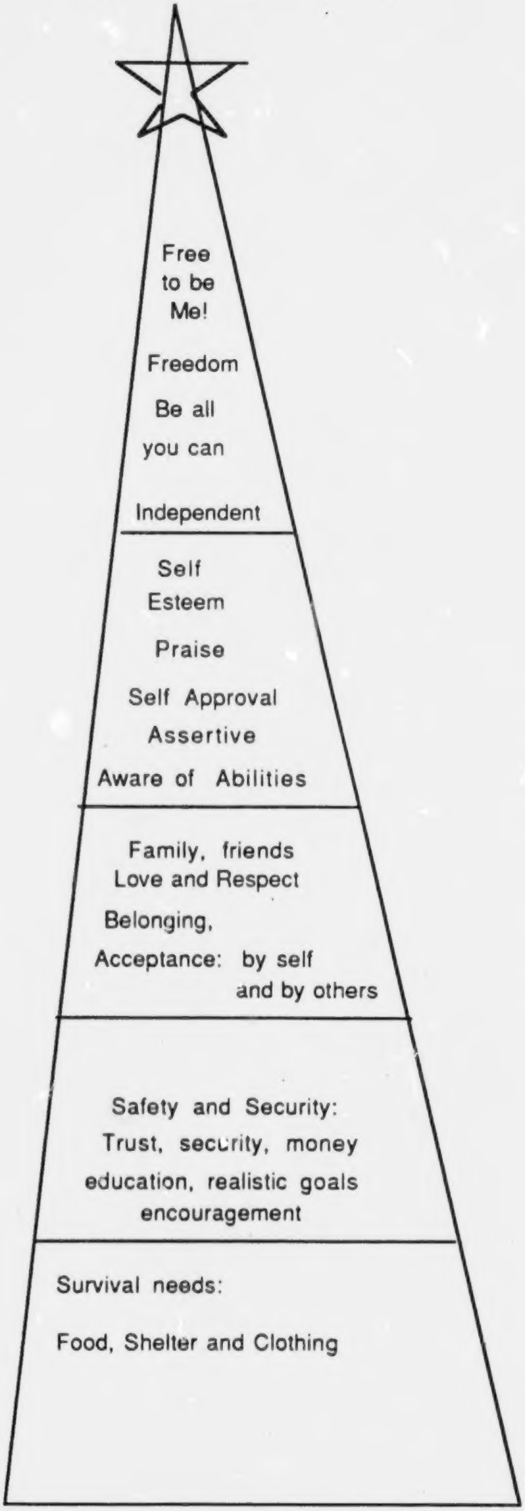
*Occasionally the structure may crumble due to the loss of a spouse or job. In that case, you must work back through each level to repair the damage, starting at the lowest level needed. For example: if a job is lost, the basic needs of food, shelter and clothing may be threatened. If a spouse leaves or dies, the second level of security may be threatened and well as level three: love.*

What goals will you need to set in order to climb higher on the pyramid? List the goals here.
*Students should evaluate their current situation: Do they have the basic needs met? If not, what steps are necessary. For example: if the student has recently separated and is looking for a place to live, and a means of paying for food, the first step would be to find a means of renting an apartment either through public assistance or sharing an apartment. That would be the first goal.*

Are the goals long term, short term, or mini goals.?
*Depending upon the level, the goals could be mini goals [needing to be completed in a few days or weeks] or long term goals capable of being spread out over a year.*

What do you plan to do first?
*Answers in this area depend upon the level the student is working on. Obviously if food, shelter or clothing are needed, then this should be the first priority. If security or safety is a problem, then seeking assistance should the the goal.*

## Be A Star


Free
to be
Me!
Freedom
Be all
you can
Independent
Self
Esteem
Praise
Self Approval
Assertive
Aware of Abilities
Family, friends
Love and Respect
Belonging,
Acceptance: by self
and by others
Safety and Security:
Trust, security, money
education, realistic goals
encouragement
Survival needs:
Food, Shelter and Clothing

#18 page 3

## Pyramid of Needs

Freedom
to be me !!!
Independence
to do what you want
within your responsibilities.

Esteem Needs: Approval of yourself and your goals as important. Feeling good about yourself. Assertive: Aware of strengths and weaknesses and accepting them. Understanding your values and responsibilities and trying to live up to them.

Belonging Needs: A family, friends, community, church, receiving love and respect from these people or place. Acceptance of you as a person.

Safety and Security Needs: Safety means no fear of danger. And Security means able to communicate with others. Able to provide and maintain yourself. Using education skills. Obtaining money by using knowledge obtained from education. Able to trust that family and job will be there. Setting realistic goals that can be met. Confident about yourself and trusting.

Survival Needs: Food Shelter, clothing. Answering the basic questions: Do you have a place to live with heat and water? Do you have food for 3 daily meals? Suitable clothing for the weather and in good repair?

If you do not have all the items mentioned in each of the levels above, then you have not achieved mastery of that level. Goals should then be set to complete the various levels beginning with the lowest level.

1. What level are you at?
2. Why do you think this is correct?
3. What goals do you need to set to complete that level and move on to the next higher level?
4. What will you do first?

#19

# Lady Beware !

## . . . In The Office

The office is becoming a high crime area. Employees are losing money from their pocketbooks or desk. Personal items such as radios and picture frames are also being taken. Desks are often unlocked, pocketbooks left out unprotected while the employee is busy away from the desk. Lockers may not be properly locked in the employee lounge area.

Some hints to reduce the likelihood of theft:

1. Never leave your pocketbook in an unprotected location such as a desk, open locker or out in the open. Instead, lock your pocketbook in a desk drawer, locker, or file cabinet.

2. Never leave the office open and unprotected while you attend to duties elsewhere. Instead, lock the office if possible, or put away small items such as calculators and lock the desk.

3. Never leave amount of money on the desk or in the top drawer. Instead, place money in an envelope and put it in a drawer capable of being locked.

4. If you work alone over lunch hours or late after office hours, lock your office door. This will reduce the likelihood of unwanted assault.

5. If you bring personal items such as radios, coffee pots, etc., to the office, make sure they are engraved with your name and driver's license number for identification. This will identify your possessions in case of possible theft or misappropriation by others.

6. When entering or leaving your car, always park in a well lighted area if you work late, and lock the car. Avoid getting into elevators with a stranger. Either use the stairs or wait for a different elevator.

7. Be aware of any strangers hanging around, especially if you work alone frequently. Have the local police telephone number pasted where it is visible at a glance. Call police if you suspect danger.

# Organize Your Pocketbook
# and
# Prevent A Crime

Can you list 7 items found in this pocketbook that should be changed?

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________

# Answer Sheet
# Organize Your Pocketbook
# and
# Prevent A Crime

Very often it is the little things we overlook that can make the difference in crime prevention. It is not what you do but sometimes what you don't do that is important.

Here is your lucky 7 of what not to do. Were you able to spot them?

1. Bank envelope with large amount of money. Pay by check when possible.
2. Bank deposit slip showing account number which could allow cashing of checks by merely writing bank number on back of check.
3. Keys with full identification of name, address, telephone number. Should have only telephone number and perhaps a first name.
4. Food stamp books with identification card attached.
5. Combination of large bills and coins together in a change purse. Bills can be easily dropped while reaching for a coin.
6. Keys to house and car on the same key ring. Lose the set and you have problems entering your house or apartment.
7. Open unsecured handbag. Items can drop out if upset, even accidentally.

#19

# Lady Beware !
# . . . In The Supermarket

Supermarkets, the most frequent shopping destinations, are often high-crime locations. Recently several women have had their pocketbooks stolen, or more frequently had wallets stolen from pocketbooks in supermarkets. Two of these women thought they had "misplaced" the wallet at home and had never reported it.

**Some hints for supermarket shopping:**

1. Never set your pocketbook on a shopping cart - not even for a minute! Keep it on your arm and have the pocketbook closed.

2. If you do lose a pocketbook or wallet in a supermarket, report it at once. Ask the store personnel to help you try and find it. A supermarket robber, in order to avoid keeping incriminating evidence, will remove the cash, and also perhaps the credit cards and driver's license and then discard the wallet.

3. If you lose your pocketbook and it contains keys to your house and identification such as driver's license, change the locks on your home and car. Hardware stores will have new locks or some locksmiths can reset some locks and recut new keys. Car dealers will have lock changes for cars.

4. While paying for your groceries, only remove the amount of money needed. Don't "flash" a lot of money. Better still, pay by check.

5. After paying for groceries, stay with them until you place them in the car. Don't leave the cart parked by the store while you walk down to get the car. Take the cart with you or arrange to have someone watch your cart.

6. Watch while your groceries are being bagged and make sure all bags are placed in your cart. Sometimes several orders are being bagged and the previous customer may take your bag too.

7. Lock your car after placing groceries in the car. Then, return the cart after checking to make sure you have removed all items, including the heavy items stored underneath.

**HAVE A SAFE SHOPPING TRIP!!**

#19

# Lady Beware !

## . . . Donating To A Charity

Each year, many worthy charitable organizations request donations. But, bogus charities and dishonest solicitors swindle millions of dollars. In some cases only a small portion of the donation actually is received by needy individuals.

**Some hints to reduce charity fraud:**

1. Ask for the name of the charity and the name of the solicitor.

2. Find out the address of the organization and if they are registered as a charitable organization in Pennsylvania. Call the Commission on Charitable Organizations to check on the charity - (717)-783-1720.

3. Beware if the solicitor cannot give you the name and address of the charity or can not tell you how the money will be used.

4. If you have never heard of the charity or the name is similar to one you do know, ask to see some identification.

5. If the solicitor refuses to accept check and insists on cash only, or if you are told to give a large specific sum, do not donate the money.

6. Do not let any unknown solicitor into your house for any reason.

7. If you become suspicious of a charity representative who telephones to ask for donations, hang up.

8. Report any unusual behavior or requests by a solicitor to your local police immediately, especially if the charity claims to be soliciting for the law enforcement agency in your town.

#19

# Lady Beware !

## . . . Driving Alone

Stay alert when driving. Don't assume you are protected from crime because you are in a car. Recently, women have reported being harassed by other motorists who were trying to stop their car. Other women reported having problems with people asking for a ride.

**Some crime prevention tips to help make driving safer:**

1. Don't travel alone at night when you are low on gas or having car trouble.

2. Keep all doors locked and windows rolled up especially when driving in cities or in unfamiliar areas.

3. Don't leave valuables such as wrapped packages or cassette tapes in plain sight in a locked car. Lock them in the trunk.

4. Park in lots that offer good security, are well lit and close to your destination. If you must leave a key with a parking attendant, leave only the ignition key.

5. Don't leave gasoline credit cards or car registration in the glove compartment. Never leave coins and bills in compartments in plain sight. Carry these with you.

6. If your car breaks down, get off the road far enough so you won't be hit by oncoming traffic. Turn on emergency flashers and tie a handkerchief on the door handle. Lock all doors, raise windows and wait for police or other reliable assistance.

7. Carry two sets of car keys with your at all times in case you accidentally lock one set in the car.

**HAVE A SAFE TRIP!!**

#19

# Lady Beware !

# . . . Traveling With Childre

Children often become restless while traveling in a car. Often they may cry or become noisy which can distract the driver. All children under the age of 4 years must be securely belted in a car seat. Children weighing under 20 pounds must sit facing the rear of the car.

Some tips for safer driving:

1. Teach children that they must be buckled in the car seat at all times. Stop often especially with young infants to feed them and to check for soiled diapers.

2. Provide toys or snacks that the children can enjoy while driving. This can help keep them quiet. Talk or sing to the children while driving. If your car has a cassette tape, use children's stories or songs while driving to help entertain the children.

3. Never leave a child in a car, not even for a minute! Always take the child out of the car when you leave. Children have gotten out of car seats and moved gear shifts or started vehicles which resulted in accidents and injuries. Hot temperatures in closed cars can also cause serious danger.

4. Never attempt to discipline a child while you are driving. If a child misbehaves, pull over and park. Then, deal with the child's problem. Reaching over to stop a quarrel or to replace a lost bottle can result in an accident when your attention is drawn away from driving.

5. If a child refuses to remain in the car seat while driving, do not permit the child to roam free in the car. Serious injuries can result from a sudden stop. Instead, stop the car and try to find out the reason for the child's refusal to remain in the seat.

6. Keep the temperature comfortable, not too hot or too cold when traveling with young children. If they become too hot, remove a coat or hat. Cover vinyl car seats with terry towels to reduce sweating in hot weather. Shade the child from the glaring sun by using blankets or pull down screens in hot weather.

7. Help an older child to choose appropriate toys such as soft stuffed toys or books, etc. to play with while you are driving.

**HAVE A SAFE TRIP.**

#19

# Shopper Beware !

## . . . In The Mall

Many men when going shopping place their wallets or checkbooks in their back pockets. Still others place their checkbooks in the top shirt pocket. Parents pushing baby strollers hang pocketbooks and jackets on the stroller handles. These habits can result in the loss of checkbooks, wallets and pocketbooks.

**Some hints for safer shopping:**

1. Never place a wallet or checkbook in the rear pocket, even if the pocket has a button closing. Wallets and checkbooks should be kept in the inside pocket of a jacket . If a jacket is not worn, carry money or a few checks in the front pants pockets.

2. Carry currency securely held together with a clip in the front pockets. Change should be kept in a small change container. Separate the currency and coins in different pockets to prevent the loss of currency while searching for a coin.

3. If a checkbook must be carried and doesn't fit in existing pockets, try using a large belt pouch that can be slipped onto your belt and secured to your waist.

4. Carry car keys in pockets when possible. This prevents accidentally locking a pocketbook in the car containing the car keys.

5. When bringing young children to the mall, do not let them run unattended. Watch children at all times to prevent accidents and protect the child from suspicious persons. Check before leaving a store to make sure a young child has not picked up merchandise that you have not paid for.

6. Teach children that merchandise must be paid for before using. This includes "sampling" candy from open display cases. Children need to know that using merchandise or eating candy without paying first can be considered shoplifting. Shoplifting is a crime. Parents can be charged also if their children are caught shoplifting.

7. Watch young children riding in a shopping cart or stroller. Do not leave them unattended. A child can stand up and fall or pull items down from a high shelf that can cause injuries.

**HAVE A SAFE SHOPPING TRIP!**

#19

# Lady Beware !

## . . . On Vacation

Many vacations are upset when personal belongings are stolen from cars, motel rooms, or when you arrive home to find your home has been burglarized.

**Some hints to reduce the likelihood of theft:**

1. Install automatic timers in the bathroom and on another light. Have a clock radio play music in the evening or the morning. Have a trusted friend or relative check your home frequently.

2. Turn down telephone bell or chime to prevent an unanswered telephone from alerting someone that there is no one at home.

3. Do not leave cameras or money in the motel or hotel room unattended. Maids often leave the room doors open and unattended while they make the beds when you are away.

4. Bring only the items you will need on the trip. Lock all cameras, souvenirs and other valuables in the car trunk away from sight.

5. Pick up luggage quickly at airports and bus stops and personalize your luggage to make identification easier. Use stickers or other means to personalize your luggage.

6. Do not bring large amounts of cash to the beach. Never hide wallets in shoes or under towels. Instead, wear a pouch on your waist if you must carry money. Bring a spare car key to prevent locking yourself out of your car.

7. Park car in lighted lots and nearest your room when staying in motels. When stopping late at night in roadside rest areas, always lock the car. Lock your pocketbook in the trunk if you do not want to carry it with you.

**HAVE A SAFE VACATION!**

#20

## Time Management Worksheet I

List each short term goal. Then place the goals in the order of importance or priority. If you can tell, write down the amount of time needed to complete goal.

| **Short Term Goals** (6 months to one year) | | Priority | Amount of Time |
|---|---|---|---|
| | # | | |
| | # | | |
| | # | | |
| | # | | |
| | # | | |
| | # | | |

| **Long Term Goals** (over one year to complete) | | | |
|---|---|---|---|
| | # | | |
| | # | | |
| | # | | |
| | # | | |
| | # | | |
| | # | | |
| | # | | |

Example: A short term goal would be to learn to drive. You know the class will take 7 months to complete. Three months are required for classroom instruction which meets once per week and three months are required for the on-road training. The remaining one month is to be spent practicing for the driving test.

Order of importance:

| | |
|---|---|
| 1) Classroom instruction | 3 months |
| 2) Practice for permit test | 2 weeks |
| 3) On the road instruction | 3 months |
| 4) Practice for driving test | 2 weeks |

If you start in June, when can you expect to have your license?

#21

## Time Management Worksheet II

Look over your diary and evaluate time spent using the following categories:

| | |
|---|---|
| Preparing for work: | [includes: showers, ironing work clothing, making additional lunches] |
| Work day : | [includes: time spent at the job and transportation to and from work. Also any overtime at job.] |
| Cleaning house: | [includes: vacuuming, dusting, making beds, doing laundry, straightening up rooms by putting things away - dishes, clothing and personal items] |
| Shopping: | [includes: clothing and food shopping for yourself and family] |
| Child care: | [includes: bathing, feeding (if separate from family mealtimes) playtime, dressing and transportation time to and from daycare and school] |
| Hobbies: | [includes: reading, crafts, games, television watching and activities you do for fun, visiting, talking on telephone with friend and relatives.] |
| Sleeping and Self care: | [includes: personal hygiene, exercise, relaxation time, and sleeping. Dressing and repair of personal clothing.] |
| Other categories: | [list the category and amount of time needed.<br>Example: education: classes at vo-tech school. 2 hours] |

After putting all the time spent in categories, add up the total time spent in each category.

Go on to Time Management Worksheet III.

#22

## Time Management Worksheet III

Answer the following questions:

1. How much time did you spend in each category?

Work day __________ hours per day or week.

Cleaning house __________ hours per day or week.

Shopping __________ hours per day or week.

Child Care __________ hours per day or week.

Hobbies __________ hours per day or week.

Other categories
______________ __________ hours per day or week.
______________ __________ hours per day or week.
______________ __________ hours per day or week.

2. In what categories did you spend the most time?

3. Why do you think you spend so much time in that category?

4. List all the things that you do that are time wasters in each category.

5. Are there somethings you could do to better use your time in that category?

6. Set a new schedule for yourself to complete all the responsibilities of your day. Try and stick to it. At the end of one week, review how well you succeeded in staying on schedule. Are there somethings you would change. If so, what are they? If you succeeded in staying on schedule, give yourself a reward. This should be a treat of something you would like to do just for you.

#23

## Child Development
## What ages will your child do some things?

| 6 months | 1 year | 2 years | 3 years | 4 years | 5 years |
|---|---|---|---|---|---|
| rolls from stomach to back | sits without support | walks well | goes up steps, two feet on one step. | walks up steps one foot for each step | hops and skips on one foot. |
| reaches for toy | pulls to stand | carries toy while walking | walks on tiptoes | picks up small objects with ease. | marches in time. |
| transfers toy from one hand to other | crawls on all fours | speaks several words which can be understood and are meaningful. | runs easily<br>unwraps candy | unbuttons buttons<br>tells stories | catches a ball in hands |
| looks for noise made nearby | understands the meaning of NO and BYE-BYE | refers to self by name | names objects such as toys and food | speaks in complete sentences. "I want a drink of juice." | speaks clearly and can be understood by others not in family. |
| makes sounds for specific reasons [hunger, wet] | repeats sounds made by others | recognizes self in mirror. | speaks in three word sentences, "Me go home." | dresses self. | brushes teeth.<br>cares for toilet needs. |
| helps hold bottle while drinking | feeds self with cookies or crackers [not very neat] | feeds self with spoon [not very neat] | pulls off sock as part of undressing | feeds self well. | Follows two directions, "Go get the ball and throw it to me." |
| plays with toes | waves bye-bye | occupies self in play | shows interest in TV and radio | gets along with other children | recognizes shapes. |
| pats mirror image<br>puts everything in mouth. | shy with people who are unfamiliar | plays with an adult [rolls ball] | helps adults by putting away toys and clothes when told. | imitates adults doing simple tasks | |
| follows toys when held in front of eyes and moved | turns pages of a book or magazine more than one at a time. | shows eyes, nose foot when asked. | recites nursery rhymes (Mary had a little lamb) | copies a circle<br>matches some object and colors | recognizes coins<br>counts to four |

#24

## "Ages and Stages of Expected Behavior of A Pre School Child."

The Early Months Birth to 8 months:

Newborns recognize the human face and sound. They can recognize the principal caregiver at about 3 week of age. Smiling and cooing are the beginnings of communication. Anticipated being lifted and moves body to assist. Seeks out adults for play. Sucks on fingers or hands. Places hand up as an object comes close to face to protect self. Reaches for toys. Distinguishes friends from strangers. Puts hand or object in mouth. Begins reaching toward interesting objects. Grasps, releases, regrasps, and releases object again. Lifts head, holds head up. Sits up without support. rolls over. Transfers and manipulates objects with hands. Crawls.

Crawlers and Walkers 8 to 18 months:

Acts upset around strangers. Likes to explore object. Trys to have other people do things for him/her. Interested in other children. Shows attention to adult language. Knows own name. Smiles or plays with self in mirror. Uses Me, You, I. Identifies finger, or nose or foot on request. Sits well in chairs. Pulls self up standing by holding onto furniture. Throws objects. Walks when led. Walks alone. Uses marker on paper. Stoops, trots, can walk backward a few steps.

Toddlers and 2 year Olds 18 months to 3 years:

Begins to recognize others have rights and priviledges. Will cooperate. Enjoys small group activities. Says "No" to adult requests.Scribbles with marker or crayon. Walks up and down stairs. Can jump off one step. Stands on one foot. Draws a circle.Handles scissors. Kicks a ball. Explores everything. Uses names of self and others. Capable of self evaluation such as good, bad, pretty, ugly. Aware of feelings of others.

# 25

## Check List of Problems I Am Having With My Child.

_____ Talks back to parents or other adults.

_____ Will not do to bed on time.

_____ Keeps room too messy.

_____ Repeatedly hits siblings or other children

_____ Wets the bed.

_____ Pouts most of the time.

_____ Whines when asked to do things.

_____ Eats improperly at the table.

_____ Will not do assigned chores

_____ Argues when told to do something

_____ Forgets when told to do something

_____ Lies

_____ Cries when he doesn't get his/her way

_____ Tries to avoid going to school

_____ Plays with matches and sets fires

_____ Teases pets

_____ Does not come home on time.

_____ Does not pick up after self.

_____ Steals

_____ Will not pay attention when told to do something.

_____ Starts fights or arguments with others

_____ Will not play with other children

_____ Always telling others what to do

_____ Makes too much noise

_____ Will not get out of bed on time

_____ Breaks toys and other objects.

#26

## My Discipline Practices

Put an X in the blanks that apply to you.

The way I usually discipline my child is:

_________ Yell and scream

_________ Explain reasons calmly

_________ Remove privileges

_________ Shame my child

_________ Show disapproval

_________ Ignore behavior

_________ Scold

_________ Isolate

_________ Spank

_________ Let the child suffer the consequences

_________ Threaten, but don't follow through on the threats

_________ Distract

#27

## Assertive Discipline For Parents: An Overview

The following are some brief points about assertive discipline practices.

1. Effective parents:
    Are in charge.
    Are the bosses at home; run the house (and back up threats with actions.)
    Provide discipline when necessary.

2. Effective parents have skills:
    Clearly state to the children what is wanted.
    Back up the requests with disciplinary actions if the children do not do as requested.
    Praise and support positive behavior when children behave as requested.

3. Parents who do not have skills react to children's misbehavior:
    They are non-assertive. Do not clearly or firmly state what they want. Usually the parents beg, plead, promise rewards, etc., to have the child behave.
    They are hostile. Respond in a manner that verbally or physically abuses the children by screaming, hitting etc.

4. Children who argue receive the following reactions:
    Non-assertive parent makes threats rather than giving choices to the child. The child is in control and the parents beg for required behavior.
    Assertive parent continually repeats the same request using the "broken record" routine until child does what is requested. Applies rules to situations.

5. What stops some parents from being assertive with children:
    The child learns to control the parents emotionally by using feelings of guilt, "I don't love you"; confrontation/anger "I don't care."

6. Parent needs to learn to anticipate the problems. He/She should know how a child will react when disciplined. Parent must stand firmly, do not give in to child. Be consistent.

7. Implementing a discipline plan has several steps:
    Development of the plan. What will happen when certain behaviors occur.
    Decide what behaviors to change
    Choose the disciplinary actions or consequences when certain behaviors occur.
    Choose positive consequences when desired behaviors occur [praise and positive actions]
    Share the plan with the child
    Follow through consistently. If a particular consequence is planned, it must be administered when the behavior occurs.

8. In dealing with school behavior the parent should express concern and support of child. The parent must work with the school by meeting with the teacher to develop a plan of action that includes what the school will do and what the parent will do when certain behaviors occur.

#28

## Using Credit

1. List three sources of credit:
    a)
    b)
    c)

2. Explain in your own words what is interest?

3. What are two factors that affect the cost of using a credit card?
    a)
    b)

4. List two advantages to the consumer who uses credit.
    a)
    b)

5. List two disadvantages or dangers of using credit.
    a)
    b)

6. What does it mean to have a "bad credit rating?" How could a bad credit rating affect you?

# 28

## Answer Sheet
## Using Credit.

The following are the answers to the Using Credit exercise.

1. List three sources of credit.
    a) credit card
    b) bank
    c) store

2. Explain in your own words what is interest.
    Interest is the money you pay for borrowing the money from someone else. It is a fee.

3. What are two factors that affect the cost of using a credit card.
    a) annual fee
    b) interest rate

4. List two advantages to the consumer who uses credit.
    a) taking advantage of sales, or the convenience of buying larger quantities or more expensive items and extending the payments over a longer period of time.
    b) safety of no having to carry cash. Establishing a good credit rating.

5. List two disadvantages or dangers of using credit.
    a) danger of overspending. Risk of not being able to make the payments when due and getting a bad credit rating.
    b) paying too much in interest. Failure to make payments results in having the items taken back or repossessed.

6. What does it mean to have a "bad credit rating?" How could a bad credit rating affect you?

When you do not pay your bills on time, the finance company, store, or other location of credit contacts the credit bureau that maintains a file of how quickly you pay your bills. They place in your file a slow pay or no pay record. This record remains in your file for a period of time. Anytime you try to buy on credit, the seller can contact the credit bureau and find out how quickly you paid your current bills. A bad credit rating could make it difficult for you to get credit in the future.

#29

## Apartment Rental Worksheet
## Factors To Consider When Choosing A Place To Rent.

1. What is the amount of rent?

2. What is included in the rent?
    - cable television
    - electricity
    - gas
    - heat
    - water
    - other (list)

3. Size of the apartment/house
    - How many bedrooms?
    - What size are the rooms?

4. Amount of security deposit required?
    - Is a lease required also?

5. List number of closets and other storage space.

6. Where are the laundry facilities located?

7. What safety features are included?
    - smoke alarm
    - chain lock
    - fire escape
    - deadbolt locks
    - locks on windows
    - outside lighting

8. Where would you or guests park? Is there a charge to park?

9. Noise from street, neighbors, or other apartments.

10. Is there cross-ventilation or air conditioning available?

11. What furnishings such as drapes or furniture or appliances are included? Check for refrigerator and stove.

12. Location of apartment/house. What distance is it from work, shopping, friends, relatives and other considerations?

13. What are the responsibilities of the tenant?
    Example: mow lawn; shovel snow off sidewalks/driveway or apply skidproof materials (salt, sand) when icy; trim shrubs, trees; replace outside lights when needed.

14. What size yard is available and can flowers or other plants be planted by tenants?

#30

## Starting Utilities

After the house or apartment is selected, the next area to consider is the starting of utilities. Answer the following questions about the utilities in the selected house or apartment.

1. What utilities are required?
   Examples are: Electric, gas (bottled or city) oil or kerosene, water, cable television, and telephone.

2. What is the name and address of each of these utilities?

3. Where would you go to start these utilities? Can you start utilities by telephone?

4. Is a security deposit required by any one of the utilities? If so, which utility? How much is the deposit and when is the amount due?

5. Where is the location of the meter or tank for some utilities? Is a key required?

6. When will you be billed? What payment arrangements can you make?

7. What are your choices for the telephone company? (Example: buy a telephone, rent a telephone, or other?)

#31

## Grocery Comparison Shopping List

Select up to twelve items and list the names below. Decide what size package is needed. Then go to three different grocery stores and look up prices for the same product in each store. Place the answers in the blanks below.

| | | Grocery Stores Prices | | |
|---|---|---|---|---|
| Product | Package Size | Store #1___________ | #2____________ | #3___________ |
| 1. Milk | 1 gallon | | | |
| 2. Eggs | 1 dozen large | | | |
| 3. Ground Beef | 1 pound | | | |
| 4. Peanut Butter | 12 ounces | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |

#32

## Used Car Check List

Use the following questions as a check list when selecting a used car to buy.

1. What is the overall condition of the car?
    a) Do you think the car has been well cared for?
    b) Are there noticeable problems, signs of wear, or damage?

2. Describe the condition of the tires. How much tread is left?

3. Is there evidence of previous body work?

4. Do the numbers on the odometer line up properly?

5. Does the mileage indicated match your observations about the car's condition?
    a) Do the brake and accelerator pedal show a lot of wear with very low mileage?
    b) Is the upholstery worn and stained?

6. If the car is being sold by the owner, ask why is it being sold? Did the owner tell you of any repairs required by the car?

7.Did you test drive the car? What things did you notice?

8. Does the car start easily?

9. Do the brakes seem to be good?

10. Is the steering okay?

11. Are there unusual noises? If yes, what are they?

12. Does the car shift properly? If not can you explain?

13. Describe the color and clearness of the transmission fluid.

14. Are the front tires worn evenly? If not, describe the uneven wear.

15. Is there indication of front-end wear [looseness, vibration]

16. If the car is being sold by a dealer, was the previous owner local or was the car bought through an auto auction? Can you tell what the trade-in value of the car might be?

17. What is the book value of the car. Check this out through your local public library or a bank by using books which will give you a range of book values for this particular car.

18. If you are serious about purchasing this car, can you have it checked by a mechanic of your choosing? If so, what does the mechanic say about the condition of the car.

19. Compare the asking price and the book value. How close are the two figures?

20. Ask to see the title. Is a lien-holder listed? If so, is it a local lending institution?

#33

## Role Expectations

Use this exercise to further understand your ideas of your role and the limitations that may exist.

List as many items as you can in each of the statements.All persons answer 4 and 5.

1. Since I am a woman/man:

    I am required to:

    I am allowed to:

    I am forbidden to:

2. If I were a woman/man:

    I could:

    I would:

    I would not:

3. A part of me wants to:

4. The most important thing in life for a man is:

5. The most important thing in life for a woman is:

#34

## Women and Non-Traditional Work

### Barriers

Barriers inhibiting entry of women into non-traditional training and employment are complex and inter-related.

Social/Cultural
Socialization to traditional female roles.
Unsupportive family and friends.
Negative attitudes of co-workers.
Lack of self-confidence and assertiveness.
Limited experience with tools and mechanical operations.

Educational and Training
Limited information provided about non-traditional options.
Females directed toward traditional classes.
Lack of support for sex equity efforts by instructors and other personnel.
Lack of prerequisite classes such as math and science.
Limited access to on-the-job training and apprenticeships.
Lack of support services-child care, transportation, counseling, etc.

On The Job
Discrimination in hiring, firing, promotion or layoffs on basis of sex, race, age, physical build/ability.
Sexual harassment on-site
Isolation on the work-site
Lack of support from unions
Lack of support services

Sexual Harassment
Women in non-traditional jobs or training are at great risk of sexual harassment which is:
Unwelcome behaviors which can include teasing, jokes, remarks and questions, deliberate touching, letters, telephone calls, materials of a sexual nature, pressure for sexual favors, sexual assault.

Sexual harassment is against the law. Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.
Employers can be held liable for sexual harassment.
Women can take specific steps when faced with sexual harassment:
Tell the harasser to stop the offensive behavior
Document all incidents of harassment
Notify your supervisor, union representative, or other appropriate person of the harassment
Know your company policy on sexual harassment and follow its procedures
Consider filing a formal grievance or complaint if the above steps do not remedy the situation.
Stay on the job.
Find support from family, friends, or other groups to help you through this situation.

#35

## Women and Men in the Paid Work Force.

The work force is changing. More non-traditional jobs are found in various occupations. Non-traditional jobs are defined as those jobs in which 75% or more employed are same sex. This means, a male nurse is in a non-traditional job due to the predominance of women in the nursing field. On the other hand, women truck drivers and women carpenters, or electricians are in non-traditional jobs. What does this mean to you?

If you are a woman, consider these factors:
whether or not you marry or have children, you will probably need to work outside the home for a large percentage of your life in order to support yourself, your children or to contribute additional money to the family income. If you do not choose an occupation and receive training or additional education, you may be limited to low-paying jobs that could have a high lay-off rate.

If you are a man, consider these factors:
if you marry, your wife may also need to work to help support the family. You may need to assist by taking on many of the child care, housework, and cooking responsibilities. Opportunities in job areas traditionally held by women may interest you and fit your needs.

Both men and women should consider these factors:

The traditional ideas of "woman's work" inside the home and "man's work" outside the home (supporting the family) are no longer realistic. Both men and women now work outside the home.

The traditional occupations held by men, or traditionally held by women are changing. Both men and women can do most jobs in the work force if they train and prepare for these jobs.

When considering various job opportunities consider the full range of occupations both those that are traditional for your sex and those that are non-traditional. Careers should be selected based on interests, abilities, and needs rather than sex stereotypes.

Investigate educational programs which can prepare you for careers that interest you. Vocational education programs which are not traditional for your sex may be one way to prepare you for a career.

It is your legal right to receive fair consideration for any job or training program for which you are qualified; and although sex stereotyping and discrimination still exist in the work force and in education programs, you can make a difference and help change this. The law is on your side.

#36

## Changing Attitudes

Traditionally our workforce has divided jobs into "woman's work and man's work." Women's work was associated with working in the home and rearing the children. When women worked outside the home, the work has traditionally been in sales, teaching, nursing, secretarial and clerical areas. Jobs have been low-paying with little chance for advancement and status, not to be considered a lifetime career but merely "something to get by with."

Currently, many women are single parents and the sole support of several children. Limited child support may be ordered by judges but collecting this amount is often difficult. Increasingly women are looking for better paying jobs that suit their interests and abilities. For a woman to consider non-traditional careers, she must first consider her own attitudes, values and opinion. For the woman who is determined to "make it" in a non-traditional better paying field, a sense of confidence and commitment must be a part of the decision. This may require a change in attitude. Planning for change takes careful consideration.

1) Planning for Change:
What are the things that could interfere with the desire to make changes in our lives?
1) Habits
2) Lack of confidence in ourselves
3) Fear of the unknown
4) Our desire to conform to what is normal.
5) Seeing only what we want to see.
6) Lack of information
7) Lack of motivation
What are some other things you can think of?

______________________________

______________________________

2) Positive Motivators for Change:
What are the things that will encourage us to change?
1) Readiness to try something new.
2) Experience
3) Advancement, achievement, awards
4) Money
5) Wanting more out of life
What are some other things you can think of?

______________________________

______________________________

3) Negative Motivators for Change:
What are the things that will force us to change?
1) Lack of money and the things money can buy.
2) Boredom, or a dull routine in a job.
3) Lay off from present job with no similar positions available.
What are some other things you can thing of?

______________________________

______________________________

#36 page 2 Changing Attitudes

4) Decision Making About Change:

What steps should you consider when deciding about a change?

1) Identify the problem that may be causing you to consider a change is necessary.
a) Describe the problem in writing.

2) Define the problem:
a) what is the present situation?
b) what situation would you like to see in the future?

3. Make two lists:
a) the factors that would help you change.
b) the factors that prevent you from change.

4. Compare the two lists.
Could any factors that would help you change also overcome some factors that would prevent you from change?

For example: a factor for change would be a lay off from your company that involved your job. A factor that might prevent you from change is that you expect to be called back in the future.

a) Decide which is the more important factor to you:
1)being given the opportunity to find another job that could be a higher salary
2)waiting to be called back to your old job.

5. Determine the most promising action step you could take:
a) Is it better to change at this time?
b) What resources are available to you?
c) What are the advantages of change
d) What are the disadvantages of change.

6. Review the information and make your decision. Write down your decision and the reasons why you think it is the correct solution.

#37

## Tokenism

Tokenism is the presence of a single outsider in a group of people, the majority of which are all similar to each other but different from the outsider. For example: on a job where there is one woman in a group of all men. The problems arise, not because the person is so different from the rest of the group, but rather because there are greater numbers who are the same and fewer numbers who are different. This creates an imbalance because the newcomer does not share the group's attitude and personality. For example: You like to smoke a cigarette after eating. When you begin your new job, you discover that you are the only smoker in the group. You have some choices: you can stay different from the group by continuing to smoke which may cause some problems; or you can stop smoking and accept the anti-smoking attitude of the group which may make you more acceptable to them.

In any group, the newcomer is subjected to a period of testing to see if he/she will "measure up." The testing period can focus on such things as the newcomer's job skills, personality, or ability to quickly adapt to the rest of the group. The passage of time usually erases the newcomer status of a person in a group. There is however, an exception to that. If the newcomer is a woman entering a male dominated group, she will retain the "outsider" label for longer periods of time. Some women can become more like the men in the group (sharing their knowledge and group customs) and in time the continued contact and increased familiarity can reduce the men's concerns over her being "different."

There are three areas that must be overcome for the token woman:

Visibility: Since she is the only one of her kind, everything she does and says becomes public information. She is seen as representing all women. The men in the group will compare her to other women they may know, sometimes favorably, sometimes unfavorably. Any problems the token woman has are usually blamed on her "being a woman" rather than being a newcomer. She must perform her job perfectly because every mistake will be magnified. Women will adapt to this situation in various ways. Some will do their jobs well, but try to stay invisible and out of sight. Other women may flaunt their performances outperforming male co-workers. An alternative is to concentrate as fully as she can on the job at hand and try to ignore the interpersonal areas.

Contrast: The presence of a woman can cause men to become self-conscious about themselves. Men may display more masculine prowess, aggression, and discuss sports, drinking and sex or other subjects that would exclude the token woman. Language and jokes may be followed by comments such as: "Excuse my "French" or "Careful, we can't say things like that any more." The woman becomes the interrupter, the cause of distraction and the reason to not use certain jokes or language. Women can be forced into demonstrating their loyalty to the male group by turning against other women. This is seen when the men make comments about other women, or play pranks and the token woman is expected to "go along with the treatment" against the other women. Failure to do so will lead to social isolation for the token woman. Some women respond to the contrast problems by becoming like the men: going fishing, going drinking with the guys etc. in order to avoid isolation. This creates isolation for her from other women. An alternative is for her to do the job to the best of her ability and to wait . Over time, the men will become less self-conscious and accept the woman for her job-related skills.

#37 page 2 Tokenism

The third area that needs to be overcome by the token woman is:

Role Distortions: Characteristics of the woman are distorted to fit into a stereotype or image. There are four basic images in which the token woman may be placed.

1) mother type: she is seen as the person to which to tell your troubles. The women in this role is rewarded for service, but not her work. She must "take care of" the male co-workers but not criticize. She may also be expected to "cover up" mistakes without comment.

2) Seductress: she is seen as a flirt, even if she is only being overly friendly. Her attempts at friendship are seen as having sexual overtones which creates jealousy towards her. If she develops a friendship toward one man, she is resented. In some cases a man who has high status in the group or company becomes her "protector" by preventing others from criticizing her work. This creates resentment towards him because people wonder "what favors he is getting." She is resented because she has an unfair advantage due to her friendship with this "protector."

3) The Pet (or Kid Sister): she is seen as cute, amusing, funny, a mascot, a cheerleader for the displays of masculine prowess. She is not seen as capable and any accomplishments are usually a cause for much praise and being fussed over. This role encourages immature behavior in the woman and prevents her true competence from being seen.

4) The Women's Libber or Iron Maiden: she is seen as not wanting to be cast into any of the first three images. She may insist on being treated as an equal, a tough person, and may be considered "sexless." The woman in this role is viewed with suspicion and is treated with elaborate shows of politeness. Men will be friendly towards her but in fact will isolate her.

In those skilled trades where the male dominance is at its strongest, there are other expressions of tokenism towards woman. The following situations are common:

- She may get the heaviest, dirtiest, most unpleasant, boring or meaningless tasks to do.
- She may not get the instructions or information she needs to do her job properly, with the result that she performs it poorly and is left to face the consequences.
- Her machinery or tools may be sabotaged.
- Impossibly high standards may be set for her as conditions for approval and acceptance or for performance and raises.
- There may be a double standard for penalizing her mistakes.

Some suggestions for women entering a macho trade are as follows:

- be pleasant but not too friendly.
- don't go "drinking with the boys" or use vulgar language.
- aim for the midpoint between sexy and sexless.
- watch the type of clothing that is worn. It should be neither sexy nor masculine.
- don't try to over achieve and call attention to yourself, nor hide your abilities.
- do your job and be patient about becoming accepted as part of the group.
- "be yourself" and let those around you make an adjustment in their attitudes if needed.

#38

## Non-Traditional Job Bias
## Questions for Discussion

Have guest speakers discuss how they would answer these questions. Then, decide for yourself how you would answer these comments about a job you really wanted.

1. Why do you want to work in this job?

2. This job really isn't for someone like you because it's dirty, smelly, noisy etc.

3. This job really isn't for someone like you because it's more suited for a woman who can type and answer phones.

4. My customers will complain if they have to have you here.

5. You wouldn't feel right in this job working in a man's/woman's job.

#39

## Business Plan Worksheet

Use the following questions as a guide. On a separate sheet of paper answer each question as completely as possible. Review your answers with your instructor or other knowledgeable person.

1. What business do you want to start?

2. Why do you want to start this business?

3. How much experience have you had operating this business?

4. Where will the business be located. What will be the hours?

5. Will this business meet the township zoning requirements?

6. Have you checked with Labor and Industry in Harrisburg to determine what laws you must follow? If so, what must you do?

7. How much money will you need to start this business?

8. Fill out a financial plan for your business. Include: estimated start up expenses, and estimated income.

9. Discuss how you will find customers.

10. What would a typical customer be like? Give age, location, and how and why you know this information.

11. What insurance is needed by your business?

12. What problems could occur, and how would you deal with these problems?

13. Do you have any partners or investors? If so who are they and why are they interested in this business?

14. Could you really make enough money to support yourself using this business?

15. Will you actually start this business?

# 1

## "Who Am I - In The Mirror?"

1. You just looked at yourself in the mirror. You saw a person there. Describe the person you saw. Include as many details about yourself as you need to describe yourself.

2. Change your seat and sit next to someone you do not know and perhaps have not met. Describe this person without talking to them.

#2

## "Unhappy Times"

Write down any past unhappy things that may have happened to you in the past. Include times when you felt unhappy or were hurt. Describe as much as you want. No one, except you, will know what is written on this paper. Then fold this paper and await directions.

#3

## "Who Am I?"

Read the statements below. Decide how much the statement sounds like you. Put a score from 0 to 5 in the blank. If the statement really sound like you, score a 5. If part sounds like you, score less. If the statement does not sound like you at all score 0.

I am a person who . . .
_________1. gets unhappy at times about what I am doing.
_________2. is usually very pleased with myself.
_________3. is as good looking as most people.
_________4. is very quiet in groups because people might laugh at me.
_________5. learns things fast.

_________6. has many skills and talents.
_________7. thinks I am not a good person.
_________8. wants to change a lot about my appearance.
_________9. is usually a fun person to be around.
_________10. can not concentrate when someone is talking.

_________11. can do many things as well as most people.
_________12. can be counted on to help.
_________13. is of average size.
_________14. tries to be what other people want me to be rather than what I am.
_________15. has a good memory for many things.

_________16. has a creative mind.
_________17. has a very confused life.
_________18. is very concerned about my health.
_________19. is as popular as other people.
_________20. is easily upset when I must answer questions in a group.

_________21. has problems solving puzzles or figuring out solutions to word problems.
_________22. is usually pretty calm about things.
_________23. is just the right size.
_________24. is usually picked on by other people.
_________25. gets very upset when I am being tested.

_________26. find it hard to understand myself.
_________27. doesn't think very much of myself.
_________28. is not very big and doesn't have a nice shape.
_________29. can make friends very fast.
_________30. gets things done on time.

#3 page 2.

## Scoring

| Positive | Self Concept | Negative | Score |
|---|---|---|---|
| 2,12,22 P ____________ | General - I am a person | 7, 17, 27 N ______ | P - N = _____ |
| 6,11,16 P ____________ | Thinking Abilities | 1, 21, 26 N______ | P - N = _____ |
| 3,13,23 P____________ | Physical Appearance | 8, 18, 28 N______ | P - N = _____ |
| 9,19,29 P____________ | Social Relationships | 4, 14, 24 N______ | P - N = _____ |
| 5,15,30 P____________ | Continued Learning | 10, 20,25 N______ | P - N = _____ |

Add the points you gave to each of the statements. Subtract the negative score from the positive score and put the answer in the Score column at the end of the

Add all the answers in the Score column and put the total on this line. ____________

The total score indicates your opinion of yourself.

Your opinion of your self is called a self concept. It is how you think about yourself. The five scores in the different self concept categories give you an indication of how you feel about yourself in that category. The higher the score, the higher your self concept. The highest possible score on the scales is 15. The highest possible total score is 75. A low score on any of the 5 categories might be 0. A low overall score is under 20.

This exercise is intended to show you your opinion of yourself. It does not rate your abilities in these areas. Your abilities may be very different from how you think of yourself. Example: you may think of yourself as fat, yet in reality, you are actually 20 pounds below the suggested weight for your height.

#3A

## Looking at Past and Present Decision-Making

Think about some decisions you have made in the past. Were they good decisions or not. Answer the following information.

1. List 5 decisions (personal, social, education, etc) that you with you had made differently in the past.

2. List 5 decisions that you are avoiding which you can still make during this year.

3. List 5 recurring decisions that are a "hassle" right now. [An example of a recurring decision could be deciding on a new job because the last few jobs you had you quit.]

4. List 5 decisions made during the past year about which you feel good.

#3B

## Change

Read through the statements. Decide which of these statements you would have the most difficulty doing. Put a X in front of the statement. Share with the group why you do or do not like change.

1. Changing a situation by solving some problems rather than changing your response. [Example: your apartment is very crowded. You don't have storage room for clothes. You rearrange some things, rather than move.]

2. Expand your awareness of options, being creative.

3. Put your needs and values in priority order. What is really important and what you want to change.

4. List all the features and benefits of the options and look at the attractiveness of the options.

5. Use positive images to see yourself where you would want to be. Picture the change as if it had already taken place.

6. Increase your unhappiness with the existing situation. Don't settle for the way things are. Examine the consequences and risks of not changing.

7. Focus on the reasons why you want to change. Emphasize the "pay off" to putting the time and energy into change.

8. Build the desire to change. "I choose to; I want to; I like it; I love it."

9. Develop your faith in your ability to change. Believe you can. Don't try to, just do it.

10. Make an action plan for completing the 1st steps.

11. Enlist a support group to help you change.

#4

# Ten Steps To Brighten Your Life

1. Begin the day in a calm and cheerful mood. Say, "This is going to be a good day. I am going to be calm and cheerful right now." Then reach over and pat yourself on the back several times and say "I'm good at: ____________________________.
(subject or area)

2. Try smiling at others --make believe your underwear is tickling you. A smile is contagious and you will feel better as others smile at you. Set a goal to smile at the first 5 people you meet each day. Then, the next week increase it to the first 6 people you meet and so on.

3. Count your blessings - - list them one by one. Did you ever realize the real wealth you have?

4. Enjoy this day with beautiful thoughts and pleasant memories. Live life one day at a time. Write down all the good things that happened to you today. Review this list every week.

5. Be adventurous. Try walking and see new neighborhoods, new buildings and parks, new scenery.

6. Give a friend a phone call or write a letter. Tell them you were thinking about them, encourage them -- encouragement is oxygen to the soul.

7. Be a happy person, see the bright side of life, shun the gloom. Having a cheerful, loving attitude lends itself to your best health.

8. Do a good deed, buy a book or give something beneficial to a loved one.

9. Look at yourself in a mirror and tell yourself "I like you."

10. Do something you enjoy today -- just for you -- give yourself a treat.

#5

## Thinking About My Self Esteem

The way you think about yourself affects the way you live:

---your actions, thoughts, and feelings about yourself and others.

__whether or not you plan and achieve your goals for your life.

High Self Esteem can make you feel:

Competent
Skillful
Loved
Proficient

Low Self Esteem can make you feel:

Incompetent
Worthless
Unloved
Unproficient

You can improve your self esteem. You need to feel good about yourself and tell yourself you are capable of achieving many things. Do not relive past failures but close the door mentally and go to better things.

#6

## Personality Profile

Complete the sentences below by writing down your thoughts. This is not a test, there are no right or wrong answers.

The things I like about myself are:

When I have time I like to:

My friends feel that I am a:

I am good at these things:

I wish I could do:

If I had a lot of time I wish I could:

Making an important decision makes me feel:

I know I have made a good decision when:

The type of work that I am really interested in is:

In the future, I would like to have:

My best job was:

What I liked about the job was:

Things I did not like about the job were:

#6 page 2

Being a parent makes me feel:

The hardest part of being a parent is:

I would most like to be remembered for:

If I could only save one thing from my house it would be:

The reason I want to save this item is because:

#7

## "The Me Nobody Knows"

My secret self

We all have a dream of what we would like to be or what we would like to do. Some of us do accomplish these dreams, especially if it is something we really want to do. However, if our dream involves becoming someone else, these dreams are more difficult to make happen. Knowing what these dreams are can give us some insight into what is important to us.

For example, you may have a dream to be President of the United States. It's unlikely that you will be able to become well known and rich enough to run for the office of President. However, you might look into a career in politics in your town, working on various political committees, or township committees and perhaps running for township supervisor and county commissioner. Or you could look at various state or federal civil service positions that would bring you in contact with political offices.

What is your dream? Think about it and describe it. How long have you had this dream? Why do you think that this job, or person is so interesting?

Describe below your secret dream for yourself or a secret dream you may have for your child.

#8

## Personality Mosaic

Read the statements below. If the statement describes you, circle the number.

1. It is important for me to be physically fit.
2. I need to understand things.
3. My moods are dependent upon music, color and pretty things.
4. I like and need to have people around me to give my life more meaning.
5. I really know that I can do many things.

6. I need clear directions when I am trying to do something.
7. I can build or fix many things myself.
8. I can spend hours trying to think things out.
9. I love beautiful places, with pretty colors and nice things.
10. I love to have company.

11. Competition is exciting.
12. I can't work in a messy place, I must first clean up.
13. I love being creative with my hands.
14. I often think about new ideas.
15. I love to find new things to do.

16. I enjoy sharing my personal life with other people.
17. I enjoy leading others.
18. I am very careful about my work and try to work out all the details.
19. Messy hands are just a part of working and I don't mind that.
20. Education never ends since I am developing my mind.

21. I love to try new styles and colors and look different when I dress.
22. People just seem to come to talk to me because I can tell when they need to talk to someone.
23. I love organizing people and projects and having things happen.
24. In order to get jobs done, I need to stick to a routine.
25. I like to be sensible when I buy or make things.

26. Some days I just daydream, work on crafts, or read.
27. My imagination is important.
28. I like taking care of people.
29. I love to be needed to get a job done.
30. When I do a job I am very through and complete.

31. Hands on activities are more fun for me.
32. Some subjects really capture my interest and I love to find out a lot about them.
33. I am very creative and love new ideas.
34. In order to solve some of my problems, I must talk them out with someone.
35. Success means having very high goals.

36. I like being responsible for making decisions.
37. When I have made a decision, I don't like to spend time discussing it again.
38. I always think through a problem completely before I act on it.
39. I like to move things around a lot so everything looks different.
40. Friends are important to me when I am unhappy.

#7 page #2 Personality Mosaic.

41. I prefer to do the planning and have others do the work.
42. I like being where I am.
43. I am an outdoors person.
44. Why, is important to me.
45. Moods and feelings are expressed on my job.

46. Helping people to care more for each other is important to me.
47. Taking part in making important decisions is exciting.
48. I would rather that someone else was in charge.
49. I don't like fancy surroundings.
50. I like to continue to think about a problem until I have solved it.

51. I enjoy the beauty of nature.
52. I like close friends.
53. I really want to move up in my job.
54. I like doing part of my work each day so that I am always "caught up"
55. I like rules and order because things are less upset that way.

56. A good book is one that I am able to think about afterwards.
57. Art, plays, and films are important to me.
58. I like to know how people are doing especially if I haven't seen them in a long time.
59. Influencing other people is fun.
60. If I say I will do something, then I make sure everything is done.

61. Doing hard physical work is good for you
62. If I am interested in something, I want to know everything about it.
63. I want to be different from other people.
64. Helping people is important to me.
65. You won't get ahead unless you are willing to take chances.

66. When I start something new, I want clear directions and explaining.
67. If I were to buy a car, the first thing I would check is the engine to see if it is well built.
68. People who are intelligent are interesting to me.
69. When I get involved in a new project, I forget everything else.
70. People who need help worry me.

71. I love to teach people new ideas.
72. I like things to stay the way they are without changing.
73. I can keep cool and get things done in an emergency.
74. New discoveries are so exciting that even just reading about them is fun.
75. Creating new things or ideas is fun.

76. When I see someone who is lonely, I try to do whatever I can to help.
77. I enjoy bargaining.
78. If someone in charge doesn't like what I am doing, I won't do it.
79. Sports provides good exercise.
80. I am interested in nature.

#7 page 3 Personality Mosaic

81. Doing or trying something different and unusual is fun.
82. Most people are good.
83. If at first I don't succeed, I try again.
84. I like to know what I am expected to do.
85. Discovering how things work and fixing them is exciting for me.

86. I can plan things out if I keep calm.
87. Life without beauty would be dull for me.
88. People often talk to me about their problems.
89. When I need to know something, I usually have somebody who can tell me about it.
90. I like plain and simple things to be happy.

Transfer the circled numbers to the columns below.

| R | I | A | S | E | C |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |
| 37 | 38 | 39 | 40 | 41 | 42 |
| 43 | 44 | 45 | 46 | 47 | 48 |
| 49 | 50 | 51 | 52 | 53 | 54 |
| 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 |
| 67 | 68 | 69 | 70 | 71 | 72 |
| 73 | 74 | 75 | 76 | 77 | 78 |
| 79 | 80 | 81 | 82 | 83 | 84 |
| 85 | 86 | 87 | 88 | 89 | 90 |

Total the amount of each column.

R_____ I______ A______ S______ E _____ C______

What areas are your three highest scores?

_____________ _____________ _____________

## #7 page 4 Personality Mosaic

Find the three areas in which you scored the highest. Read the descriptions of that personality type.

### R = Realistic Personality

A Thing Person. Attention is focused on own body. Is very independent, strong, maybe pushy. Likes to explore things using hands and eyes. Expresses feelings and solves problems by using his/her body. Is a risk taker, enjoys the outdoors, money, and problems with clear answers.

### A = Artistic Personality

An Information/Thing Person. Centered around feelings, body and thinking. Prefer to use logic to decide things rather than asking someone else. Loves change, and difficult problems that have many alternative solutions. Loves to read and explore new ideas.

### E = Enterprising Personality

A People Person. Is centered around projects. Is full of energy, lively, confident, and a leader. Likes to deal with people using feelings, words and thinking skills. Loves organization, managing, exciting times, and leading people. Is a risk taker.

### I = Investigative Personality

Information Person. Is centered around the mind. Is independent, curious, intelligent, inward dwelling, and different. Explores ideas using reading. Prefers to think out things rather than relying on people. Is intelligent, logical thinker. Likes complicated problems.

### S = Social Personality

People Person. Is a feelings center person. Is a sensitive leader, responsible and likes helping people.

Uses feelings, words and ideas with people. Is less interested in tools or physical activities. Likes close friends, being in charge, has empathy with people, and likes spontaneous activities.

### C = Conventional Personality.

Information Person. Is very organized and accurate. Not easily upset. Is logical, responsible. Prefers security, certainty, status symbols. Follows rules.

Do any of these personality types sound like you? You may be a combination of several of these personality types. Knowing what personality type you have may assist in understanding yourself.

#9

# The Perfect Person

Have you ever seen a perfect person? If not, could you imagine what a person person would be like.

Describe the appearance of a perfect person.

How does this perfect person behave at home?

What does the perfect person do at work?

What type of friends does a perfect person have.?

In what way could you like a perfect person.

In what way are you different from the perfect person.

Should I act perfect? Will this be a problem?

#10

## Truths

If things are true, then it agrees with experience, facts or what is reality.

Read the following statements. If you agree with what it say, do nothing. If the statement is untrue, rewrite the statement to make it true.

You should always be good.

I must always get what I want

Everything I learn is important.

Expect the worst

Only one way is correct

Thinking about mistakes helps you correct them.

In order to have a lot of money, you must work hard.

Things are getting better in the world.

Punishment is correct for those who do wrong things.

Friends will never hurt you.

What are other truths that you believe?

#11

## Do You Agree?

Read each of the following statements. Decide whether or not you agree with the statement. If you disagree with a statement, draw a line through the statement. If you strongly agree with a statement, underline it.

ALWAYS BE FAIR AND JUST

PEOPLE CHANGE FASTER FOR FAMILY THAN FOR FRIENDS

IF YOU ARE RIGHT, THEN THE OTHER PERSON IS WRONG

KEEP YOUR PROBLEMS TO YOURSELF, NEVER SHARE PROBLEMS

ALWAYS SHOW TRUST AND CONFIDENCE.

THE GOAL IS TO BE PERFECT

RULES SHOULD BE FEW AND SIMPLE

NEVER SAY HARSH OR UNKIND WORDS

BE KIND AND COURTEOUS

IF ONE FAMILY MEMBER IS UPSET OR DEPRESSED, THE WHOLE FAMILY SHOULD SUFFER.

THINK OF YOURSELF FIRST.

COMPARING ONE FAMILY MEMBER TO ANOTHER IS OKAY

IF AT FIRST YOU DON'T SUCCEED, QUIT

THERE ARE TWO SIDES TO EVERY ARGUMENT, THE WINNER IS THE ONE WHO YELLS THE LOUDEST.

IF SOMEONE NEEDS HELP, HELP THEM FIRST BEFORE YOURSELF.

#12

## You Decide

These are four people who live in the same apartment building as you. As each of you goes to the basement to do the laundry, you all talk among yourselves about events in your lives. These are 4 of the stories that could have been discussed among you. Give each one an ending.

Lindsey has lived at home for 19 years. She just finished high school last year. She has gotten along well with her parents, but she is beginning to feel that she wants to go out on her own and have her own apartment. Finally, one day she tells her parents [ you fill in what she says.]

Brandon decided that he needed to be making money by the time he was 18. His family had a lot of financial pressures after his father died. His mother had worked to support Brandon and the other two younger children for 2 years while he finished high school. Now Brandon wanted to help relieve some of the financial burden. He decided to look at the options available at the local schools. He had to have some type of marketable skill or be forced to work at common labor jobs with less money. He decided [you finish this story]

Jessica wants to work with blind children. She is now working as a camp counselor at a summer camp for blind children. Jessica feels she cannot wait until she completes college to start working, but she knows that a college degree will open more doors for her. After much thinking and talking to college advisors and friends, she decides to [you tell what she decided]

Justin is very intelligent, loves math and working with numbers. He is very good at repairing machines and cars. College is too expensive for him and his family to afford and Justin doesn't like the thought of sitting in a classroom for 4 years more. After much thought, and talking with his parents, decides to [you tell what he does]

#13

## Wardrobe Analysis

Go through your wardrobe and complete this form. Fill in according to what clothing you already have. Once this is done, it will be easier to decide what you need. When buying new clothing, try to color coordinate the new items with clothing you already own. This will help you to create more working outfits with fewer items thus reducing expenses.

| | Have | Need | Color | Description | Coordinates with these items |
|---|---|---|---|---|---|
| SUITS | | | | | |
| JACKETS | | | | | |
| BLOUSES | | | | | |

#13 Page 2 Wardrobe Analysis

| | Have | Need | Color | Description | Coordinates with these items |
|---|---|---|---|---|---|
| SWEATER | | | | | |
| SKIRTS | | | | | |

#14

## Your Ideal Life

Let's day dream for a little while and think about the things you would really want to have in your life. If you could choose to have certain things in your ideal life, what would you choose?

Describe an article of clothing that you want:____________________

Describe the ideal job you want ____________________

Your ideal home____________________

Your ideal partner ____________________

An ideal place to live____________________

The ideal training to get the job you want ____________________

Something else that you want____________________

#15

## Fun Things I like

What things do you like to do to have fun. Is it acting foolish? Is it going to a certain place? Is it being with certain people? Do you find it fun to joke or tell silly stories? Are sports or games fun?

List 5 things you do that are fun. With whom do you do these fun things?

Fun Things ______________________ With Whom

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

What is your idea of fun? ____________________

List 5 things you would like to do but have not tried yet. With whom will you do these things?

Fun things to do ______________________ With Whom

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

#16

# Treat Yourself

You have worked very hard. Now give yourself a treat. It is something that you have wanted for a long time. Perhaps it is something to eat, or something to wear. Perhaps it is even a place to go.

Your treat may be something that you have wanted but denied giving yourself for a long time. Perhaps you never thought about being good to yourself and giving yourself treats. Now is the time. Be extra nice to yourself. You deserve it.

Some very special treats. These things you would REALLY love:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Describe which of the things above you would really love the most.

What it is?____________________

Describe your treat in detail.____________________

____________________

____________________

____________________

What will you have to accomplish to earn the right to give yourself this treat?

____________________

____________________

____________________

____________________

#17

## Common Needs

A need is not always a material thing. Each of the items listed below is a need for many people, and not one is a material thing.

Some people have greater needs for one or another of the items. Some people have less needs for the items. Decide which level of need you have for each of the items listed. Then decide what you can do to satisfy this level of need.

Circle the level of need you have now for each of the items listed. Then describe how you can best meet this level of need.

| Need For: | Level of Need | How to Meet This Need |
|---|---|---|
| **Respect** | Low<br>Medium<br>High | |
| **Communication** | Low<br>Medium<br>High | |
| **Security** | Low<br>Medium<br>High | |
| **Companionship** | Low<br>Medium<br>High | |
| **Understanding** | Low<br>Medium<br>High | |
| **Independence** | Low<br>Medium<br>High | |
| **Trust** | Low<br>Medium<br>High | |

#17 page 2 Common Needs

Circle the level of need you have now for each of the items listed. Then describe how you can best meet this level of need.

| Need For: | Level of Need | How to Meet This Need |
|---|---|---|
| **Achievement** | Low<br>Medium<br>High | |
| **Acceptance** | Low<br>Medium<br>High | |
| **Freedom to Explore** | Low<br>Medium<br>High | |

**What are some other needs that you have?**

| Need For: | Level of Need | How to Meet This Need |
|---|---|---|
| | Low<br>Medium<br>High | |
| | Low<br>Medium<br>High | |
| | Low<br>Medium<br>High | |

#18

## Worksheet:: Maslow"s Hierarchy of Needs

Each of us has needs that we must consider in order to achieve a sense of self worth. Some of these needs are material things. Some are not. Needs can be categorized into different levels that we must complete before continuing onto the next level. If you do not meet all your needs at one level before going onto the next level, you might feel somewhat unsettled or disorganized or too spread out. In order to form a strong base, basic categories of needs should be met before going on the next level. This is similar to building a building by placing one block upon another. Think of these blocks as forming a pyramid, with the strongest most important needs at the bottom and building up to a peak. Goals are set to accomplish the needs at the level in which you are working and then, when the goals are achieved, new goals for the next level can be set.

Look at page #2 : "Be A Star!" The needs at the bottom of the pyramid are the basic needs: food, shelter and clothing. Each of us must have these basic needs constantly. The next level builds upon the basic needs by adding additional items such as security, and money.

Use Handout # 17 "Common Needs" and decide where on the pyramid you are. Put an X on the level. Tell how you know that you have met the previous levels needs.

Can changes in your life cause you to change levels on the pyramid? If so tell how.

What goals will you need to set in order to climb higher on the pyramid? List the goals here.

Are the goals long term, short term, or mini goals.?

What do you plan to do first?

#18

## Worksheet:: Maslow"s Hierarchy of Needs
## Answer Sheet

Each of us has needs that we must consider in order to achieve a sense of self worth. Some of these needs are material things. Some are not. Needs can be categorized into different levels that we must complete before continuing onto the next level. If you do not meet all your needs at one level before going onto the next level, you might feel somewhat unsettled or disorganized or too spread out. In order to form a strong base, basic categories of needs should be met before going on the next level. This is similar to building a building by placing one block upon another. Think of these blocks as forming a pyramid, with the strongest most important needs at the bottom and building up to a peak. Goals are set to accomplish the needs at the level in which you are working and then, when the goals are achieved, new goals for the next level can be set.

Look at page #2 : "Be A Star!" The needs at the bottom of the pyramid are the basic needs: food, shelter and clothing. Each of us must have these basic needs constantly. The next level builds upon the basic needs by adding additional items such as security, and money.

Use Handout # 17 "Common Needs" and decide where on the pyramid you are. Put an X on the level. Tell how you know that you have met the previous levels needs.

*Students will be at different levels. Some may have achieved parts of several different levels. Place the X at the lowest level that needs to be completed. For example: if the student does not have a stable home environment, the first basic level of food, shelter, and clothing may still need to be achieved.*

Can changes in your life cause you to change levels on the pyramid? If so tell how.

*Occasionally the structure may crumble due to the loss of a spouse or job. In that case, you must work back through each level to repair the damage, starting at the lowest level needed. For example: if a job is lost, the basic needs of food, shelter and clothing may be threatened. If a spouse leaves or dies, the second level of security may be threatened and well as level three: love.*

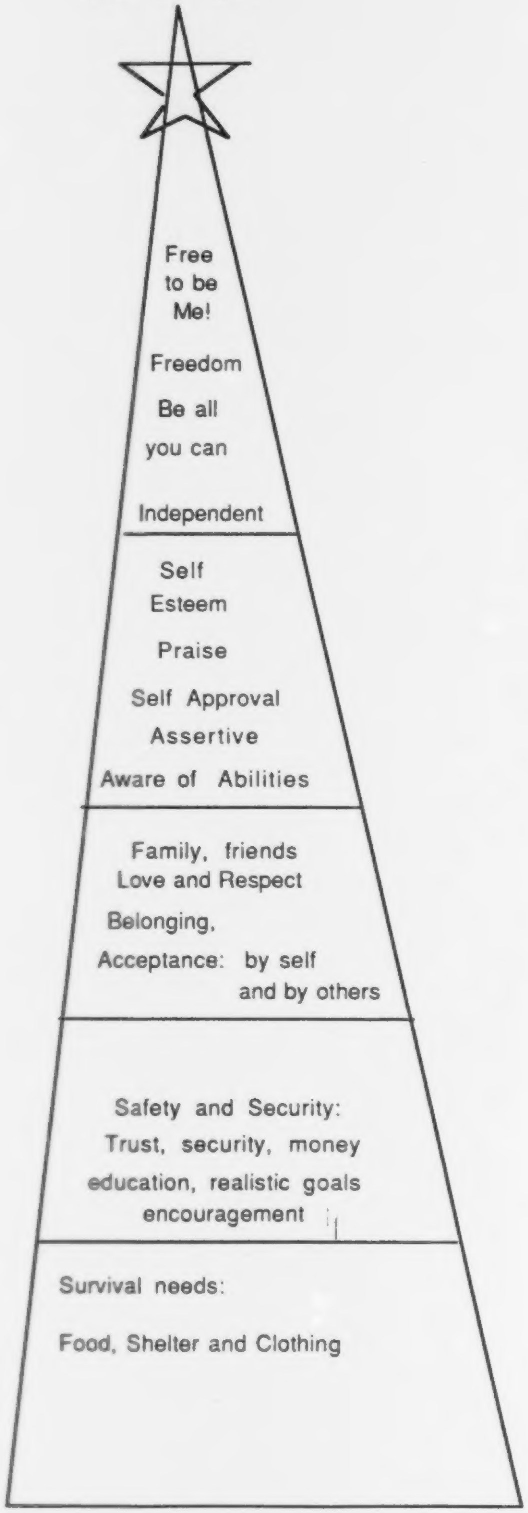
What goals will you need to set in order to climb higher on the pyramid? List the goals here.
*Students should evaluate their current situation: Do they have the basic needs met? If not, what steps are necessary. For example: if the student has recently separated and is looking for a place to live, and a means of paying for food, the first step would be to find a means of renting an apartment either through public assistance or sharing an apartment. That would be the first goal.*

Are the goals long term, short term, or mini goals.?
*Depending upon the level, the goals could be mini goals [needing to be completed in a few days or weeks] or long term goals capable of being spread out over a year.*

What do you plan to do first?
*Answers in this area depend upon the level the student is working on. Obviously if food, shelter or clothing are needed, then this should be the first priority. If security or safety is a problem, then seeking assistance should the the goal.*

#18 page two

# Be A Star


Free
to be
Me!
Freedom
Be all
you can
Independent
Self
Esteem
Praise
Self Approval
Assertive
Aware of Abilities
Family, friends
Love and Respect
Belonging,
Acceptance: by self
and by others
Safety and Security:
Trust, security, money
education, realistic goals
encouragement
Survival needs:
Food, Shelter and Clothing

#18 page 3

## Pyramid of Needs

Freedom
to be me !!!
Independence
to do what you want
within your responsibilities.

---

Esteem Needs: Approval of yourself
and your goals as important. Feeling good
about yourself. Assertive: Aware of strengths
and weaknesses and accepting them. Understanding
your values and responsibilities and trying to live up to them.

---

Belonging Needs: A family, friends, community, church, receiving
love and respect from these people or place. Acceptance of you as a person.

---

Safety and Security Needs: Safety means no fear of danger. And Security means
able to communicate with others. Able to provide and maintain yourself. Using education
skills. Obtaining money by using knowledge obtained from education. Able to trust that family
and job will be there. Setting realistic goals that can be met. Confident about yourself and trusting.

---

Survival Needs: Food Shelter, clothing. Answering the basic questions: Do you have a place to live with
heat and water? Do you have food for 3 daily meals? Suitable clothing for the weather and in good repair?

If you do not have all the items mentioned in each of the levels above, then you have not achieved mastery of that level. Goals should then be set to complete the various levels beginning with the lowest level.

1. What level are you at?

2. Why do you think this is correct?

3. What goals do you need to set to complete that level and move on to the next higher level?

4. What will you do first?

#19

# Lady Beware !

## . . . In The Office

The office is becoming a high crime area. Employees are losing money from their pocketbooks or desk. Personal items such as radios and picture frames are also being taken. Desks are often unlocked, pocketbooks left out unprotected while the employee is busy away from the desk. Lockers may not be properly locked in the employee lounge area.

Some hints to reduce the likelihood of theft:

1. Never leave your pocketbook in an unprotected location such as a desk, open locker or out in the open. Instead, lock your pocketbook in a desk drawer, locker, or file cabinet.

2. Never leave the office open and unprotected while you attend to duties elsewhere. Instead, lock the office if possible, or put away small items such as calculators and lock the desk.

3. Never leave amount of money on the desk or in the top drawer. Instead, place money in an envelope and put it in a drawer capable of being locked.

4. If you work alone over lunch hours or late after office hours, lock your office door. This will reduce the likelihood of unwanted assault.

5. If you bring personal items such as radios, coffee pots, etc.to the office, make sure they are engraved with your name and driver's license number for identification. This will identify your possessions in case of possible theft or misappropriation by others.

6. When entering or leaving your car, always park in a well lighted area if you work late, and lock the car. Avoid getting into elevators with a stranger. Either use the stairs or wait for a different elevator.

7. Be aware of any strangers hanging around, especially if you work alone frequently. Have the local police telephone number pasted where it is visible at a glance. Call police if you suspect danger.

# Organize Your Pocketbook
# and
# Prevent A Crime

Can you list 7 items found in this pocketbook that should be changed?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________

# Answer Sheet
# Organize Your Pocketbook
# and
# Prevent A Crime

Very often it is the little things we overlook that can make the difference in crime prevention. It is not what you do but sometimes what you don't do that is important.

Here is your lucky 7 of what not to do. Were you able to spot them?

1. Bank envelope with large amount of money. Pay by check when possible.
2. Bank deposit slip showing account number which could allow cashing of checks by merely writing bank number on back of check.
3. Keys with full identification of name, address, telephone number. Should have only telephone number and perhaps a first name.
4. Food stamp books with identification card attached.
5. Combination of large bills and coins together in a change purse. Bills can be easily dropped while reaching for a coin.
6. Keys to house and car on the same key ring. Lose the set and you have problems entering your house or apartment.
7. Open unsecured handbag. Items can drop out if upset, even accidently.

#19

# Lady Beware !

## . . . In The Supermarket

Supermarkets, the most frequent shopping destinations are often high-crime locations. Recently several women have had their pocketbooks stolen, or more frequently had wallets stolen from pocketbooks in supermarkets. Two of these women thought they had "misplaced" the wallet at home and had never reported it.

**Some hints for supermarket shopping:**

1. Never set your pocketbook on a shopping cart - not even for a minute! Keep it on your arm and have the pocketbook closed.

2. If you do lose a pocketbook or wallet in a supermarket, report it at once. Ask the store personnel to help you try and find it. A supermarket robber, in order to avoid keeping incriminating evidence will remove the cash, and also perhaps the credit cards and driver's license and then discard the wallet.

3. If you lose your pocketbook and it contains keys to your house and identification such as driver's license, change the locks on your home and car. Hardware stores will have new locks or some locksmiths can reset some locks and recut new keys. Car dealers will have lock changes for cars.

4. While paying for your groceries, only remove the amount of money needed. Don't "flash" a lot of money. Better still, pay by check.

5. After paying for groceries, stay with them until you place them in the car. Don't leave the cart parked by the store while you walk down to get the car. Take the cart with you or arrange to have someone watch your cart.

6. Watch while your groceries are being bagged and make sure all bags are placed in your cart. Sometimes several orders are being bagged and the previous customer may take your bag too.

7. Lock your car after placing groceries in the car. Then, return the cart after checking to make sure you have removed all items, including the heavy items stored underneath.

**HAVE A SAFE SHOPPING TRIP!!**

#19

# Lady Beware !
## . . . Donating To A Charit

Each year, many worthy charitable organizations request donations. But, bogus charities and dishonest solicitors swindle millions of dollars. In some cases only a small portion of the donation actually is received by needy individuals.

**Some hints to reduce charity fraud:**

1. Ask for the name of the charity and the name of the solicitor.

2. Find out the address of the organization and if they are registered as a charitable organization in Pennsylvania. Call the Commission on Charitable Organizations to check on the charity - (717)-783-1720.

3. Beware if the solicitor cannot give you the name and address of the charity or can not tell you how the money will be used.

4. If you have never heard of the charity or the name is similar to one you do know, ask to see some identification.

5. If the solicitor refuses to accept check and insists on cash only, or if you are told to give a large specific sum, do not donate the money.

6. Do not let any unknown solicitor into your house for any reason.

7. If you become suspicious of a charity representative who telephones to ask for donations, hang up.

8. Report any unusual behavior or requests by a solicitor to your local police immediately, especially if the charity claims to be soliciting for the law enforcement agency in your town.

#19

# Lady Beware !

## . . . Driving Alone

Stay alert when driving. Don't assume you are protected from crime because you are in a car. Recently, women have reported being harassed by other motorists who were trying to stop their car. Other women reported having problems with people asking for a ride.

**Some crime prevention tips to help make driving safer:**

1. Don't travel alone at night when you are low on gas or having car trouble.

2. Keep all doors locked and windows rolled up especially when driving in cities or in unfamiliar areas.

3. Don't leave valuables such as wrapped packages or cassette tapes in plain sight in a locked car. Lock them in the trunk.

4. Park in lots that offer good security, are well lit and close to your destination. If you must leave a key with a parking attendant, leave only the ignition key.

5. Don't leave gasoline credit cards or car registration in the glove compartment. Never leave coins and bills in compartments in plain sight. Carry these with you.

6. If your car breaks down, get off the road far enough so you won't be hit by oncoming traffic. Turn on emergency flashers and tie a handkerchief on the door handle. Lock all doors, raise windows and wait for police or other reliable assistance.

7. Carry two sets of car keys with your at all times in case you accidently lock one set in the car.

**HAVE A SAFE TRIP!!**

#19

# Lady Beware !

## . . . Traveling With Childre

Children often become restless while traveling in a car. Often they may cry or become noisy which can distract the driver. All children under the age of 4 years must be securely belted in a car seat. Children weighing under 20 pounds must sit facing the rear of the car.

Some tips for safer driving:

1. Teach children that they must be buckled in the car seat at all times. Stop often especially with young infants to feed them and to check for soiled diapers.

2. Provide toys or snacks that the children can enjoy while driving. This can help keep them quiet. Talk or sing to the children while driving. If your car has a cassette tape, use children's stories or songs while driving to help entertain the children.

3. Never leave a child in a car, not even for a minute! Always take the child out of the car when you leave. Children have gotten out of car seats and moved gear shifts or started vehicles which resulted in accidents and injuries. Hot temperatures in closed cars can also cause serious danger.

4. Never attempt to discipline a child while you are driving. If a child misbehaves, pull over and park. Then, deal with the child's problem. Reaching over to stop a quarrel or to replace a lost bottle can result in an accident when your attention is drawn away from driving.

5. If a child refuses to remain in the car seat while driving, do not permit the child to roam free in the car. Serious injuries can result from a sudden stop. Instead, stop the car and try to find out the reason for the child's refusal to remain in the seat.

6. Keep the temperature comfortable, not too hot or too cold when traveling with young children. If they become too hot, remove a coat or hat. Cover vinyl car seats with terry towels to reduce sweating in hot weather. Shade the child from the glaring sun by using blankets or pull down screens in hot weather.

7. Help an older child to choose appropriate toys such as soft stuffed toys or books, etc. to play with while you are driving.

**HAVE A SAFE TRIP.**

#19

# Shopper Beware !

# . . . In The Mall

Many men when going shopping place their wallets or checkbooks in their back pockets. Still others place their checkbooks in the top shirt pocket. Parents pushing baby strollers hang pocketbooks and jackets on the stroller handles. These habits can result in the loss of checkbooks, wallets and pocketbooks.

**Some hints for safer shopping:**

1. Never place a wallet or checkbook in the rear pocket, even if the pocket has a button closing. Wallets and checkbooks should be kept in the inside pocket of a jacket . If a jacket is not worn, carry money or a few checks in the front pants pockets.

2. Carry currency securely held together with a clip in the front pockets. Change should be kept in a small change container. Separate the currency and coins in different pockets to prevent the loss of currency while searching for a coin.

3. If a checkbook must be carried and doesn't fit in existing pockets, try using a large belt pouch that can be slipped onto your belt and secured to your waist.

4. Carry car keys in pockets when possible. This prevents accidently locking a pocketbook in the car containing the car keys.

5. When bringing young children to the mall, do not let them run unattended. Watch children at all times to prevent accidents and protect the child from suspicious persons. Check before leaving a store to make sure a young child has not picked up merchandise that you have not paid for.

6. Teach children that merchandise must be paid for before using. This includes "sampling" candy from open display cases. Children need to know that using merchandise or eating candy without paying first can be considered shoplifting. Shoplifting is a crime. Parents can be charged also if their children are caught shoplifting.

7. Watch young children riding in a shopping cart or stroller. Do not leave them unattended. A child can stand up and fall or pull items down from a high shelf that can cause injuries.

**HAVE A SAFE SHOPPING TRIP!**

#19

# Lady Beware !

## . . . On Vacation

Many vacations are upset when personal belongings are stolen from cars, motel rooms, or when you arrive home to find your home has been burglarized.

**Some hints to reduce the likelihood of theft:**

1. Install automatic timers in the bathroom and on another light. Have a clock radio play music in the evening or the morning. Have a trusted friend or relative check your home frequently.

2. Turn down telephone bell or chime to prevent an unanswered telephone from alerting someone that there is no one at home.

3. Do not leave cameras or money in the motel or hotel room unattended. Maids often leave the room doors open and unattended while they make the beds when you are away.

4. Bring only the items you will need on the trip. Lock all cameras, souvenirs and other valuables in the car trunk away from sight.

5. Pick up luggage quickly at airports and bus stops and personalize your luggage to make identification easier. Use stickers or other means to personalize your luggage.

6. Do not bring large amounts of cash to the beach. Never hide wallets in shoes or under towels. Instead, wear a pouch on your waist if you must carry money. Bring a spare car key to prevent locking yourself out of your car.

7. Park car in lighted lots and nearest your room when staying in motels. When stopping late at night in roadside rest areas, always lock the car. Lock your pocketbook in the trunk if you do not want to carry it with you.

**HAVE A SAFE VACATION!**

#20

## Time Management Worksheet I

List each short term goal. Then place the goals in the order of importance or priority. If you can tell, write down the amount of time needed to complete goal.

| **Short Term Goals** (6 months to one year) | Priority | Amount of Time |
|---|---|---|
| | # | |
| | # | |
| | # | |
| | # | |
| | # | |
| | # | |

| **Long Term Goals** (over one year to complete) | | |
|---|---|---|
| | # | |
| | # | |
| | # | |
| | # | |
| | # | |
| | # | |
| | # | |

Example: A short term goal would be to learn to drive. You know the class will take 7 months to complete. Three months are required for classroom instruction which meets once per week and three months are required for the on-road training. The remaining one month is to be spent practicing for the driving test.

Order of importance:

| | |
|---|---|
| 1) Classroom instruction | 3 months |
| 2) Practice for permit test | 2 weeks |
| 3) On the road instruction | 3 months |
| 4) Practice for driving test | 2 weeks |

If you start in June, when can you expect to have your license?

#21

## Time Management Worksheet II

Look over your diary and evaluate time spent using the following categories:

| | |
|---|---|
| Preparing for work: | [includes: showers, ironing work clothing, making additional lunches] |
| Work day : | [includes: time spent at the job and transportation to and from work. Also any overtime at job.] |
| Cleaning house: | [includes: vacuuming, dusting, making beds, doing laundry, straightening up rooms by putting things away - dishes, clothing and personal items] |
| Shopping: | [includes: clothing and food shopping for yourself and family] |
| Child care: | [includes: bathing, feeding (if separate from family mealtimes) playtime, dressing and transportation time to and from daycare and school] |
| Hobbies: | [includes: reading, crafts, games, television watching and activities you do for fun, visiting, talking on telephone with friend and relatives.] |
| Sleeping and Self care: | [includes: personal hygiene, exercise, relaxation time, and sleeping. Dressing and repair of personal clothing.] |
| Other categories: | [list the category and amount of time needed.<br>Example: education: classes at vo-tech school. 2 hours |

After putting all the time spent in categories, add up the total time spent in each category.

Go on to Time Management Worksheet III.

#22

## Time Management Worksheet III

Answer the following questions:

1. How much time did you spend in each category?

Work day __________ hours per day or week.

Cleaning house __________ hours per day or week.

Shopping __________ hours per day or week.

Child Care __________ hours per day or week.

Hobbies __________ hours per day or week.

Other categories

______________ __________ hours per day or week.
______________ __________ hours per day or week.
______________ __________ hours per day or week.

2. In what categories did you spend the most time?

3. Why do you think you spend so much time in that category?

4. List all the things that you do that are time wasters in each category.

5. Are there somethings you could do to better use your time in that category?

6. Set a new schedule for yourself to complete all the responsibilities of your day. Try and stick to it. At the end of one week, review how well you succeeded in staying on schedule. Are there somethings you would change. If so, what are they? If you succeeded in staying on schedule, give yourself a reward. This should be a treat of something you would like to do just for you.

#22A

## Home Situation Evaluation

Complete the following information as completely as possible.

| Good Things I Like About Where I Live. | Bad Things About Where I Live | What Can I Change About The Bad Things? |
|---|---|---|

#23

## Child Development
## What ages will your child do some things?

| **6 months** | **1 year** | **2 years** | **3 years** | **4 years** | **5 years** |
|---|---|---|---|---|---|
| rolls from stomach to back | sits without support | walks well | goes up steps, two feet on one step. | walks up steps one foot for each step | hops and skips on one foot. |
| reaches for toy | pulls to stand | carries toy while walking | walks on tiptoes | picks up small objects with ease. | marches in time. |
| transfers toy from one hand to other | crawls on all fours | speaks several words which can be understood and are meaningful. | runs easily<br>unwraps candy | unbuttons buttons<br>tells stories | catches a ball in hands |
| looks for noise made nearby | understands the meaning of NO and BYE-BYE | refers to self by name | names objects such as toys and food | speaks in complete sentences. "I want a drink of juice." | speaks clearly and can be understood by others not in family. |
| makes sounds for specific reasons [hunger, wet] | repeats sounds made by others | recognizes self in mirror. | speaks in three word sentences, "Me go home." | dresses self. | brushes teeth.<br>cares for toilet needs. |
| helps hold bottle while drinking | feeds self with cookies or crackers [not very neat] | feeds self with spoon [not very neat] | pulls off sock as part of undressing | feeds self well. | Follows two directions, "Go get the ball and throw it to me." |
| plays with toes | waves bye-bye | occupies self in play | shows interest in TV and radio | gets along with other children | recognizes shapes. |
| pats mirror image<br>puts everything in mouth. | shy with people who are unfamiliar | plays with an adult [rolls ball] | helps adults by putting away toys and clothes when told. | imitates adults doing simple tasks | |
| follows toys when held in front of eyes and moved | turns pages of a book or magazine more than one at a time. | shows eyes, nose foot when asked. | recites nursery rhymes (Mary had a little lamb) | copies a circle<br>matches some object and colors | recognizes coins<br>counts to four |

#24

## "Ages and Stages of Expected Behavior of A Pre School Child."

The Early Months Birth to 8 months:
Newborns recognize the human face and sound. They can recognize the principal caregiver at about 3 week of age. Smiling and cooing are the beginnings of communication. Anticipated being lifted and moves body to assist. Seeks out adults for play. Sucks on fingers or hands. Places hand up as an object comes close to face to protect self. Reaches for toys. Distinguishes friends from strangers. Puts hand or object in mouth. Begins reaching toward interesting objects. Grasps, releases, regrasps, and releases object again. Lifts head, holds head up. Sits up without support. rolls over. Transfers and manipulates objects with hands. Crawls.

Crawlers and Walkers 8 to 18 months:
Acts upset around strangers. Likes to explore object. Trys to have other people do things for him/her. Interested in other children. Shows attention to adult language. Knows own name. Smiles or plays with self in mirror. Uses Me, You, I. Identifies finger, or nose or foot on request. Sits well in chairs. Pulls self up standing by holding onto furniture. Throws objects. Walks when led. Walks alone. Uses marker on paper. Stoops, trots, can walk backward a few steps.

Toddlers and 2 year Olds 18 months to 3 years:
Begins to recognize others have rights and priviledges. Will cooperate. Enjoys small group activities. Says "No" to adult requests.Scribbles with marker or crayon. Walks up and down stairs. Can jump off one step. Stands on one foot. Draws a circle.Handles scissors. Kicks a ball. Explores everything. Uses names of self and others. Capable of self evaluation such as good, bad, pretty, ugly. Aware of feelings of others.

# 25

## Check List of Problems I Am Having With My Child.

_____ Talks back to parents or other adults.

_____ Will not do to bed on time.

_____ Keeps room too messy.

_____ Repeatedly hits siblings or other children

_____ Wets the bed.

_____ Pouts most of the time.

_____ Whines when asked to do things.

_____ Eats improperly at the table.

_____ Will not do assigned chores

_____ Argues when told to do something

_____ Forgets when told to do something

_____ Lies

_____ Cries when he doesn't get his/her way

_____ Tries to avoid going to school

_____ Plays with matches and sets fires

_____ Teases pets

_____ Does not come home on time.

_____ Does not pick up after self.

_____ Steals

_____ Will not pay attention when told to do something.

_____ Starts fights or arguments with others

_____ Will not play with other children

_____ Always telling others what to do

_____ Makes too much noise

_____ Will not get out of bed on time

_____ Breaks toys and other objects.

#26

## My Discipline Practices

Put an X in the blanks that apply to you.

The way I usually discipline my child is:

_________ Yell and scream

_________ Explain reasons calmly

_________ Remove privileges

_________ Shame my child

_________ Show disapproval

_________ Ignore behavior

_________ Scold

_________ Isolate

_________ Spank

_________ Let the child suffer the consequences

_________ Threaten, but don't follow through on the threats

_________ Distract

#27

## Assertive Discipline For Parents: An Overview

The following are some brief points about assertive discipline practices.

1. Effective parents:
    - Are in charge.
    - Are the bosses at home; run the house (and back up threats with actions.)
    - Provide discipline when necessary.

2. Effective parents have skills:
    - Clearly state to the children what is wanted.
    - Back up the requests with disciplinary actions if the children do not do as requested.
    - Praise and support positive behavior when children behave as requested.

3. Parents who do not have skills react to children's misbehavior:
    - They are non-assertive. Do not clearly or firmly state what they want. Usually the parents beg, plead promise rewards etc. to have the child behave.
    - They are hostile. Respond in a manner that verbally or physically abuses the children by screaming, hitting etc.

4. Children who argue receive the following reactions:
    - Non-assertive parent makes threats rather than giving choices to the child.
        - The child is in control and the parents beg for required behavior.
    - Assertive parent continually repeats the same request using the "broken record" routine until child does what is requested. Applies rules to situations.

5. What stops some parents from being assertive with children:
    - The child learns to control the parents emotionally by
        - using feelings of guilt, "I don't love you;" confrontation/anger "I don't care."

6. Parent needs to learn to anticipate the problems. He/She should know how a child will react when disciplined. Parent must stand firmly, do not give in to child. Be consistent.

7. Implementing a discipline plan has several steps:
    - Development of the plan. What will happen when certain behaviors occur.
    - Decide what behaviors to change
    - Choose the disciplinary actions or consequences when certain behaviors occur.
    - Choose positive consequences when desired behaviors occur [praise and positive actions]
    - Share the plan with the child
    - Follow through consistently. If a particular consequence is planned, it must be administered when the behavior occurs.

8. In dealing with school behavior the parent should express concern and support of child. The parent must work with the school by meeting with the teacher to develop a plan of action that includes what the school will do and what the parent will do when certain behaviors occur.

#28

## Using Credit

1. List three sources of credit:
   a)
   b)
   c)

2. Explain in your own words what is interest?

3. What are two factors that affect the cost of using a credit card?
   a)

   b)

4. List two advantages to the consumer who uses credit.
   a)

   b)

5. List two disadvantages or dangers of using credit.
   a)

   b)

6. What does it mean to have a "bad credit rating?" How could a bad credit rating affect you?

# 28

## Answer Sheet
## Using Credit.

The following are the answers to the Using Credit exercise.

1. List three sources of credit.
   - a) credit card
   - b) bank
   - c) store

2. Explain in your own words what is interest.

   Interest is the money you pay for borrowing the money from someone else. It is a fee.

3. What are two factors that affect the cost of using a credit card.
   - a) annual fee
   - b) interest rate

4. List two advantages to the consumer who uses credit.
   - a) taking advantage of sales, or the convenience of buying larger quantities or more expensive items and extending the payments over a longer period of time.
   - b) safety of no having to carry cash. Establishing a good credit rating.

5. List two disadvantages or dangers of using credit.
   - a) danger of overspending. Risk of not being able to make the payments when due and getting a bad credit rating.
   - b) paying too much in interest. Failure to make payments results in having the items taken back or repossessed.

6. What does it mean to have a "bad credit rating" How could a bad credit rating affect you?

When you do not pay your bills on time, the finance company, store, or other location of credit contacts the credit bureau who maintains a file of how quickly you pay your bills. They place in your file a slow pay or no pay record. This record remains in your file for a period of time. Anytime you try to buy on credit, the seller can contact the credit bureau and find out how quickly you paid your current bills. A bad credit rating could make it difficult for you to get credit in the future.

#29

## Apartment Rental Worksheet
## Factors To Consider When Choosing A Place To Rent.

1. What is the amount of rent?

2. What is included in the rent?
    - cable television
    - electricity
    - gas
    - heat
    - water
    - other (list)

3. Size of the apartment/house
    - How many bedrooms>
    - What size are the rooms

4. Amount of security deposit required?
    - Is a lease required also?

5. List number of closets and other storage space.

6. Where are the laundry facilities located?

7. What safety features are included?
    - smoke alarm
    - chain lock
    - fire escape
    - deadbolt locks
    - locks on windows
    - outside lighting

8. Where would you or guests park? Is there a charge to park?

9. Noise from street, neighbors, or other apartments.

10. Is there cross-ventilation or air conditioning available.

11. What furnishings such as drapes or furniture or appliances are included. Check for refrigerator and stove.

12. Location of apartment/house. What distance is it from work, shopping, friends, relatives and other considerations.

13. What are the responsibilities of the tenant?
    - Example: mow lawn; shovel snow off sidewalks/driveway or apply skidproof materials (salt, sand) when icy; trim shrubs, trees; replace outside lights when needed.

14. What size yard is available and can flowers or other plants be planted by tenants?

#30

## Starting Utilities

After the house or apartment is selected, the next area to consider is the starting of utilities. Answer the following questions about the utilities in the selected house or apartment.

1. What utilities are required?
   Examples are: Electric, gas (bottled or city) oil or kerosene, water, cable television, and telephone.

2. What is the name and address of each of these utilities?

3. Where would you go to start these utilities? Can you start utilities by telephone?

4. Is a security deposit required by any one of the utilities? If so, which utility? How much is the deposit and when is the amount due?

5. Where is the location of the meter or tank for some utilities? Is a key required?

6. When will you be billed? What payment arrangements can you make?

7. What are your choices for the telephone company? (Example: buy a telephone, rent a telephone, or other?)

#31

## Grocery Comparison Shopping List

Select up to twelve items and list the names below. Decide what size package is needed. Then go to three different grocery stores and look up prices for the same product in each store. Place the answers in the blanks below.

| | | Grocery Stores Prices | | |
|---|---|---|---|---|
| Product | Package Size | Store #1____________ | #2____________ | #3____________ |
| 1. Milk | 1 gallon | | | |
| 2. Eggs | 1 dozen large | | | |
| 3. Ground Beef | 1 pound | | | |
| 4. Peanut Butter | 12 ounces | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. | | | | |

#32

## Used Car Check List

Use the following questions as a check list when selecting a used car to buy.

1. What is the overall condition of the car?
    a) Do you think the car has been well cared for?
    b) Are there noticeable problems, signs of wear, or damage?

2. Describe the condition of the tires. How much tread is left?

3. Is there evidence of previous body work?

4. Do the numbers on the odometer line up properly?

5. Does the mileage indicated match your observations about the car's condition?
    a) Do the brake and accelerator pedal show a lot of wear with very low mileage?
    b) Is the upholstery worn and stained?

6. If the car is being sold by the owner, ask why is it being sold? Did the owner tell you of any repairs required by the car?

7.Did you test drive the car? What things did you notice?

8. Does the car start easily?

9. Do the brakes seem to be good?

10. Is the steering okay?

11. Are there unusual noises? If yes, what are they?

12. Does the car shift properly? If not can you explain?

13. Describe the color and clearness of the transmission fluid.

14. Are the front tires worn evenly? If not, describe the uneven wear.

15. Is there indication of front-end wear [looseness, vibration]

16. If the car is being sold by a dealer, was the previous owner local or was the car bought through an auto auction? Can you tell what the trade-in value of the car might be?

17. What is the book value of the car. Check this out through your local public library or a bank by using books which will give you a range of book values for this particular car.

18. If you are serious about purchasing this car, can you have it checked by a mechanic of your choosing? If so, what does the mechanic say about the condition of the car.

19. Compare the asking price and the book value. How close are the two figures?

20. Ask to see the title. Is a lien-holder listed? If so, is it a local lending institution?

#33

## Role Expectations

Use this exercise to further understand your ideas of your role and the limitations that may exist.

List as many items as you can in each of the statements.All persons answer 4 and 5.

1. Since I am a woman/man:

    I am required to:

    I am allowed to:

    I am forbidden to:

2. If I were a woman/man:

    I could:

    I would:

    I would not:

3. A part of me wants to:

4. The most important thing in life for a man is:

5. The most important thing in life for a woman is:

#34

## Women and Non-Traditional Work

### Barriers

Barriers inhibiting entry of women into non-traditional training and employment are complex and inter-related.

Social/Cultural
Socialization to traditional female roles.
Unsupportive family and friends.
Negative attitudes of co-workers.
Lack of self-confidence and assertiveness.
Limited experience with tools and mechanical operations.

Educational and Training
Limited information provided about non-traditional options.
Females directed toward traditional classes.
Lack of support for sex equity efforts by instructors and other personnel.
Lack of prerequisite classes such as math and science.
Limited access to on-the-job training and apprenticeships.
Lack of support services-child care, transportation, counseling, etc.

On The Job
Discrimination in hiring, firing, promotion or layoffs on basis of sex, race, age, physical build/ability.
Sexual harassment on-site
Isolation on the work-site
Lack of support from unions
Lack of support services

Sexual Harassment
Women in non-traditional jobs or training are at great risk of sexual harassment which is:
Unwelcome behaviors which can include teasing, jokes, remarks and questions, deliberate touching, letters, telephone calls, materials of a sexual nature, pressure for sexual favors, sexual assault.

Sexual harassment is against the law. Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.
Employers can be held liable for sexual harassment.
Women can take specific steps when faced with sexual harassment:
Tell the harasser to stop the offensive behavior
Document all incidents of harassment
Notify your supervisor, union representative, or other appropriate person of the harassment
Know your company policy on sexual harassment and follow its procedures
Consider filing a formal grievance or complaint if the above steps do not remedy the situation.
Stay on the job.
Find support from family, friends, or other groups to help you through this situation.

#35

## Women and Men in the Paid Work Force.

The work force is changing. More non-traditional jobs are found in various occupations. Non-traditional jobs are defined as those jobs in which 75% or more employed are same sex. This means, a male nurse is in a non-traditional job due to the predominance of women in the nursing field. On the other hand, women truck drivers and women carpenters, or electricians are in non-traditional jobs. What does this mean to you?

If you are a woman, consider these factors:
whether or not you marry or have children, you will probably need to work outside the home for a large percentage of your life in order to support yourself, your children or to contribute additional money to the family income. If you do not choose an occupation and receive training or additional education, you may be limited to low-paying jobs that could have a high lay-off rate.

If you are a man, consider these factors:
if you marry, your wife may also need to work to help support the family. You may need to assist by taking on many of the child care, housework, and cooking responsibilities. Opportunities in job areas traditionally held by women may interest you and fit your needs.

Both men and women should consider these factors:

The traditional ideas of "woman's work" inside the home and "man's work" outside the home (supporting the family) are no longer realistic. Both men and women now work outside the home.

The traditional occupations held by men, or traditionally held by women are changing. Both men and women can do most jobs in the work force if they train and prepare for these jobs.

When considering various job opportunities consider the full range of occupations both those that are traditional for your sex and those that are non-traditional. Careers should be selected based on interests, abilities, and needs rather than sex stereotypes.

Investigate educational programs which can prepare you for careers that interest you. Vocational education programs which are not traditional for your sex may be one way to prepare you for a career.

It is your legal right to receive fair consideration for any job or training program for which you are qualified; and although sex stereotyping and discrimination still exist in the work force and in education programs, you can make a difference and help change this. The law is on your side.

#36

## Changing Attitudes

Traditionally our workforce has divided jobs into "woman's work and man's work" Women's work was associated with working in the home and rearing the children. When women worked outside the home, the work has traditionally been in sales, teaching, nursing, secretarial and clerical areas. Jobs have been low-paying with little chance for advancement and status, not to be considered a lifetime career but merely "something to get by with."

Currently, many women are single parents and the sole support of several children. Limited child support may be ordered by judges but collecting this amount is often difficult. Increasingly women are looking for better paying jobs that suit their interests and abilities. For a woman to consider non-traditional careers, she must first consider her own attitudes, values and opinion. For the woman who is determined to "make it" in a non-traditional better paying field, a sense of confidence and commitment must be a part of the decision. This may require a change in attitude. Planning for change takes careful consideration.

1) Planning for Change:
What are the things that could interfere with the desire to make changes in our lives?
1) Habits
2) Lack of confidence in ourselves
3) Fear of the unknown
4) Our desire to conform to what is normal.
5) Seeing only what we want to see.
6) Lack of information
7) Lack of motivation
What are some other things you can think of?

______________________________

______________________________

2) Positive Motivators for Change:
What are the things that will encourage us to change?
1) Readiness to try something new.
2) Experience
3) Advancement, achievement, awards
4) Money
5) Wanting more out of life
What are some other things you can think of?

______________________________

______________________________

3) Negative Motivators for Change:
What are the things that will force us to change?
1) Lack of money and the things money can buy.
2) Boredom, or a dull routine in a job.
3) Lay off from present job with no similar positions available.
What are some other things you can thing of?

______________________________

______________________________

#36 page 2 Changing Attitudes

## 4) Decision Making About Change:

What steps should you consider when deciding about a change?

1) Identify the problem that may be causing you to consider a change is necessary.
a) Describe the problem in writing.

2) Define the problem:
a) what is the present situation?
b) what situation would you like to see in the future?

3. Make two lists:
a) the factors that would help you change.
b) the factors that prevent you from change.

4. Compare the two lists.
Could any factors that would help you change also overcome some factors that would prevent you from change?

> For example: a factor for change would be a lay off from your company that involved your job. A factor that might prevent you from change is that you you expect to be called back in the future.

a) Decide which is the more important factor to you:
- 1)being given the opportunity to find another job that could be a higher salary
- 2)waiting to be called back to your old job.

5. Determine the most promising action step you could take:
a) Is it better to change at this time?
b) What resources are available to you?
c) What are the advantages of change
d) What are the disadvantages of change.

6. Review the information and make your decision. Write down your decision and the reasons why you think it is the correct solution.

#37

## Tokenism

Tokenism is the presence of a single outsider in a group of people, the majority of which are all similar to each other but different from the outsider. For example: on a job where there is one woman in a group of all men. The problems arise, not because the person is so different from the rest of the group, but rather because there are greater numbers who are the same and fewer numbers who are different. This creates an imbalance because the newcomer does not share the group's attitude and personality. For example: You like to smoke a cigarette after eating. When you begin your new job, you discover that you are the only smoker in the group. You have some choices: you can stay different from the group by continuing to smoke which may cause some problems; or you can stop smoking and accept the anti-smoking attitude of the group which may make you more acceptable to them.

In any group, the newcomer is subjected to a period of testing to see if he/she will "measure up." The testing period can focus on such things as the newcomer's job skills, personality, or ability to quickly adapt to the rest of the group. The passage of time usually erases the newcomer status of a person in a group. There is however, an exception to that. If the newcomer is a woman entering a male dominated group, she will retain the "outsider" label for longer periods of time. Some women can become more like the men in the group (sharing their knowledge and group customs) and in time the continued contact and increased familiarity can reduce the men's concerns over her being "different."

There are three areas that must be overcome for the token woman:

Visibility: Since she is the only one of her kind, everything she does and says becomes public information. She is seen as representing all women. The men in the group will compare her to other women they may know, sometimes favorably, sometimes unfavorably. Any problems the token woman has are usually blamed on her "being a woman" rather than being a newcomer. She must perform her job perfectly because every mistake will be magnified. Women will adapt to this situation in various ways. Some will do their jobs well, but try to stay invisible and out of sight. Other women may flaunt their performances outperforming male co-workers. An alternative is to concentrate as fully as she can on the job at hand and try to ignore the interpersonal areas.

Contrast: The presence of a woman can cause men to become self-conscious about themselves. Men may display more masculine prowess, aggression, and discuss sports, drinking and sex or other subjects that would exclude the token woman. Language and jokes may be followed by comments such as: "Excuse my "French" or "Careful, we can't say things like that any more." The woman becomes the interrupter, the cause of distraction and the reason to not use certain jokes or language. Women can be forced into demonstrating their loyalty to the male group by turning against other women. This is seen when the men make comments about other women, or play pranks and the token woman is expected to "go along with the treatment" against the other women. Failure to do so will lead to social isolation for the token woman. Some women respond to the contrast problems by becoming like the men: going fishing, going drinking with the guys etc. in order to avoid isolation. This creates isolation for her from other women. An alternative is for her to do the job to the best of her ability and to wait . Over time, the men will become less self-conscious and accept the woman for her job-related skills.

#37 page 2 Tokenism

The third area that needs to be overcome by the token woman is:

Role Distortions: Characteristics of the woman are distorted to fit into a stereotype or image. There are four basic images in which the token woman may be placed.

1) mother type: she is seen as the person to which to tell your troubles. The women in this role is rewarded for service, but not her work. She must "take care of" the male co-workers but not criticize. She may also be expected to "cover up" mistakes without comment.

2) Seductress: she is seen as a flirt, even if she is only being overly friendly. Her attempts at friendship are seen as having sexual overtones which creates jealousy towards her. If she develops a friendship toward one man, she is resented. In some cases a man who has high status in the group or company becomes her "protector" by preventing others from criticizing her work. This creates resentment towards him because people wonder "what favors he is getting." She is resented because she has an unfair advantage due to her friendship with this "protector".

3) The Pet (or Kid Sister): she is seen as cute, amusing, funny, a mascot, a cheerleader for the displays of masculine prowess. She is not seen as capable and any accomplishments are usually a cause for much praise and being fussed over. This role encourages immature behavior in the woman and prevents her true competence from being seen.

4) The Women's Libber, or Iron Maiden: she is seen as not wanting to be cast into any of the first three images. She may insist on being treated as an equal, a tough person, and may be considered "sexless." The woman in this role is viewed with suspicion and is treated with elaborate shows of politeness. Men will be friendly towards her but in fact will isolate her.

In those skilled trades where the male dominance is at its strongest, there are other expressions of tokenism towards woman. The following situations are common:

- She may get the heaviest, dirtiest, most unpleasant, boring or meaningless tasks to do.
- She may not get the instructions or information she needs to do her job properly, with the result that she performs it poorly and is left to face the consequences.
- Her machinery or tools may be sabotaged.
- Impossibly high standards may be set for her as conditions for approval and acceptance or for performance and raises.
- There may be a double standard for penalizing her mistakes.

Some suggestions for women entering a macho trade are as follows:

- be pleasant but not too friendly.
- don't go "drinking with the boys" or use vulgar language.
- aim for the midpoint between sexy and sexless.
- watch the type of clothing that is worn. It should be neither sexy nor masculine.
- don't try to over achieve and call attention to yourself, nor hide your abilities.
- do your job and be patient about becoming accepted as part of the group.
- "be yourself" and let those around you make an adjustment in their attitudes if needed.

#38

## Non-Traditional Job Bias
## Questions for Discussion

Have guest speakers discuss how they would answer these questions. Then, decide for yourself how you would answer these comments about a job you really wanted.

1. Why do you want to work in this job?

2. This job really isn't for someone like you because it's (dirty, smelly, noisy) etc.

3. This job really isn't for someone like you because it's more suited for a woman who can type and answer phones.

4. My customers will complain if they have to have you here.

5. You wouldn't feel right in this job working in a (man's/woman's) job.

Basic Skills Module Nine

1.

# Feeding Your Toddler

Here are some ideas for snacks:

**Apple sandwich**

Cut an apple into thin slices. Spread peanut button onto the slices.
Make a sandwich of two slices.

**Vegetable Finger Foods**

Cut up vegetables into small pieces.
Use fresh vegetables:

- cherry tomatoes
- mushrooms
- lowfat cheese cubes.
- cucumbers
- green peppers
- zucchini
- carrots

Make a dip using salad dressing or yogurt. Dip the vegetable pieces and offer to the child.

**Stuffed Celery**
Fill small celery pieces with peanut butter, or low-fat cottage cheese mixed with small pieces of pineapple.

**Lettuce Roll Up**
Spread tuna or chicken salad, or peanut butter, or lowfat cottage cheese on a lettuce leaf. Roll up the lettuce leaf.

**Peanut Butter and Jelly Crackers**
Use unsalted saltines and spread peanut butter on one cracker. Then spread jelly on another cracker and put the crackers together to make a sandwich.

**Trail Mix**
Make your own dried fruits by cutting up fresh fruit such as apples, peaches, bananas, or strawberries and placing on a baking tray in the oven. Set the oven at 200 degrees. Cook the fruit until it is dried. This may take several hours. Check the tray every 20 minutes. Use the dried fruits and mix in with a dry cereal such as Cheerios or Kix or Chex. You can also add raisins. Unsalted peanuts can also be added if the toddler is over 4 years old. A younger child may choke on the nuts.

2.

# Caring For Your Home

It is important to keep your home clean and in good repair. The furniture and decorations will look better and last longer if you take care of them.

Plan a schedule for doing the cleaning. The schedule will help you to remember to clean things on a regular basis. Read this schedule and make any changes to suit your family's schedule:

| | |
|---|---|
| **Monday:** | Change the bed linens<br>Wash and put away clothes |
| **Tuesday:** | Iron clothes or repair loose buttons or small tears. |
| **Wednesday:** | Empty the garbage.<br>Clean the refrigerator and stove. |
| **Thursday:** | Sweep or vacuum the floors.<br>Wash the kitchen and bathroom floors. |
| **Friday:** | Clean the bathroom. |
| **Saturday:** | Choose something that needs to be cleaned less frequently such as windows or washing curtains. |
| **Sunday:** | Your choice. |

Some things such as cleaning the kitchen after meal, picking up items and putting them away and making beds should be done daily.

Get into the habit of washing the dishes after each meal so that the dishes are not piling up in the sink. Find ways to clean the routine areas that take the least amount of time. Every month or so, do a careful cleaning of each room. Move all the furniture, wash or vacuum floors and wash windows in the room. Put all the cleaning supplies in a container that you can easily carry from room to room as you clean.

3.

# Clothing Care

Steps to follow to get clothes ready to wash.

1. Check the clothing to find tears, rips, stains. Mend the clothing before washing. If the clothing is stained, look at a stain chart to find out how to remove the stain. You may use a pre-soak or spray to help remove stains.

2. Sort the clothes by reading the care labels on them. The labels will tell you to hand wash, dry clean, wash in cool water, do not use bleach, or wash in hot water. Dark colors and red should be separate.

3. Look in the pockets for any items and take them out before washing.

4. Do not add too many clothes in the washer. The clothes need room to move around in the washing machine.

5. Check care labels before putting clothes into a clothes dryer. Some clothes should be hung up to dry. Use a plastic hanger to hang this clothing. If the label says "lay flat to dry" put the clothing on a terry bath towel on a table until the clothing is dry.

6. When the clothing is dry, remove from the dryer and fold or hang up right away to prevent wrinkles. Put the clothing in a drawer or closet to help keep it clean.

4.

# Mending Clothes

1. Use thread that closely matches the color. Use the background color when sewing printed materials.

2. Use small even stitches.

3. Holes can be mended by darning or using an iron-on patch. Be sure to check the directions on the package for the iron-on patches and follow them carefully.

4. Buttons can be flat with 2 holes, 4 holes or raised on a stem. Sewing buttons that have a stem is not hard. Begin by knotting the thread. Draw the thread up from under the fabric. Take a small stitch before putting the button on top of the fabric. Run the needle through the stem hole on the button and down into the fabric. Bring the needle up along side the button and then run the needle through the hole in the stem. Do this several times until the button is tight.

5. Use hooks and eyes at points of strain. An example is the front of a woman's blouse between the buttons. If the blouse gaps open, sew on a hook and eye between the buttons. Use light colored hooks and eyes on light clothing and dark colored hooks and eyes on dark clothing.

6. If part of a seam opens up, stitch it using matching thread and small stitches. Always sew the loose seams before washing.

7. Holes in pants pockets can be mended with iron on patches. Be careful not to place the patch so that it makes the pocket smaller. If the hole is large make a "patch sandwich" with one patch on top and one patch on the bottom and then iron it.

8. Stitch tears at the zipper tape as soon as possible to prevent the tear from growing larger.

5.

# Emergency Supplies

- **Emergency lighting:**
  Flashlights and new batteries.
    Try to have a flashlight located in several parts of the home incase the lights go out.
  Candles and matches.
    Keep children away from lighted candles.

- **Blankets, extra clothing, diapers for babies.**

- **First Aid Kit**

- **Supply of canned food and a hand-operated can opener.**
  Be sure to include water and baby food, and food for any pets.

- **Battery operated radio and extra batteries.**

- **An emergency plan for the family to follow incase of evacuation.**

- **Other things my family will need:**

6.

# Managing Stress

*1. Bills are over due and people keep calling for money.*
Make a budget and stick to it. Include some money for recreation. If you are unable to pay the bills when due, talk it over with the business and work out a payment plan. You might also check with a credit counselor for help.

2. *The kids are screaming and driving me nuts.*
Organize some activities to occupy the kids. Have a friend watch the children for an afternoon and offer to watch her children. Then spend the afternoon taking a walk, catching up on little jobs around the house, or take a long relaxing bubble bath.

3. *My job is driving me crazy, the boss wants everything done yesterday and by the time I leave work I feel dead-tired.*
Try to have some easy-to-make meals set aside for those really busy days. Then relax with your feet up while the kids eat. You eat later after their bedtime. Or, drop into the library for 10 minutes and browse through a magazine to relax before rushing home. Or, find an other job that is less stressful.

**Things that are causing me stress in my life: How I can handle them:**

# Bibliography

**Computer Software:**

*Stress and the Young Adult*
Lawrence Productions, Inc.
1800 South 35th Street
Galesburg, Missouri 49053 1-800-421-4157

*Care for Your Wear*
*Kitchen Safety--What would you do if...?*
*Nutripody*
Orange Juice Software Systems
338 South Arch Avenue
New Richmond, Wisconsin 54017 715-246-3588

**Books:**
*A Good Beginning*
*As A Child Grows*
New Readers Press
P.O. Box 888
Syracuse, New York, 13210 800-448-8878

*Decisions for Health Book One*
Steck-Vaughn Company
P.O. Box 26015
Austin, Texas 78755

*Help! First Steps to First Aid*
*Need A Doctor*
Janus Book Publishers
2501 Industrial Parkway West
Hayward, California 94545

*Practical Parenting*
J. Weston Walch, Publisher
P.O. Box 658
Portland, Maine 04104-0658

**Video Tapes:**
*Is There Life After Housework?*
*Quicker Cleaning:*
Cambridge Home Economics
P.O. Box 2153, Dept. HE8
Charleston, West Virginia 25328-2153 800-468-4227

## Module Ten: Sex Equity and Non-traditional Occupations

Module Ten is divided into two parts. A complete set of handouts and teacher lesson plans is included for each part.

Part A: Sex Equity.

Identifying sexual stereotyping. Recognizing our values and their origins.

What is gender equity?

- An equal learning chance for men and women
- Options for learning and preparing for education, jobs, and careers
- No limits based on gender
- Equal encouragement and treatment

What is Sex-Role Stereotyping?

The act of classifying and labeling people into fixed gender-based roles which are learned and reinforced by society. This creates gender-biased individuals.

Why the need to counteract gender biased thinking?

Gender biased thinking has resulted in lack of awareness of options and lack of expectations for women. Women need to be interdependent rather than dependent and be truly financially self-sufficient rather than dependent upon other people or agencies for financial support. More education, more options, and skills opens the channels for new life choices.

Consider the following facts:

- Most women work because of economic need.
- Women are often the sole or major provider for their families.
- Over half of all poor families are maintained by women.
- Large proportions of women continue to work in traditionally female occupations that pay the lowest wages.
- The average woman earns 70 cents for every dollar earned by the average man.

Limiting a women to a lower paying job because of her sex is illegal. Teaching your children to carry on gender-biased thinking continues the problems into the next generation. What are your beliefs concerning sex-roles? Do you believe that there are "women's jobs and men's jobs?" Why? How could you begin to change your point of view? How can you teach your children to overcome gender-biased thinking?

## Sexism: Definition and Dynamics

### Sexism: A Definition

Sexism may be defined as any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentional or unintentional.

Sexism is difficult to detect and is present throughout our society. It affects everyone, males as well as females. Sexism is not only a woman's issue, it is a human issue. The difficulty in detecting sexism arises because many of our values are developed from contacts with family, friends, and media.

### Sexism is usually unintentional

Discrimination is often unintentional. We have learned how our culture expects males and females should act. Because this behavior is familiar we are unaware of its impact on others. An example of this is the expectation that women will serve coffee and donuts in an office meeting or that the woman will take notes in meetings while men will be leading the meeting.

We all have sexist attitudes and act in sexist ways. Being nonsexist means that we are not basing our attitudes and assumptions about others on stereotypes about men and women, but instead are based on the individual capabilities and interests.

### Sexism is Institutional

Equal participation of females and males is not a reality. Although there are numerous laws supporting "equal opportunity" for groups who have been discriminated against in the past, institutions change slowly. Currently, every major institution in our society is dominated by men: government, law, education, health care, defense, industry, religion, among others. Despite the "equal opportunity" laws, there are sexist educational practices. An example is the athletic programs for males which receive more support and promotion than programs for females. Some career guidance practices and testing practices also show differences on the basis of sex.

**Dynamics of Sexism**

Sexism is self-renewing. This can be seen as a cycle of learning and reinforcement. Using the stereotype "hot-tempered redheads" look at the cycle of learning and reinforcement.

- Experience - A person with red hair flares up in anger.
- Learning - This person is angered easily and has red hair.
- Generalization - People with red hair are hot-tempered (the generalization becomes the stereotype).
- Prejudgment - Next time you encounter a redhead, you expect her or him to get angry easily. Prejudices distort our perception and experience.
- Behavior That Discriminates - As you expect redheads to get angry, you act differently with them or avoid interactions with them altogether.
- Reinforcement (Selective Ignoring) - Whenever you see a redhead get angry, you make a mental note of the behavior, even though perhaps few redheads act that way. We tend to notice the behavior that we expect.

#2

# Sex Equity Definitions

| | |
|---|---|
| **Sexism** | Any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentional or unintentional. |
| **Sex-Role Stereotype** | A narrowly defined "masculine" or "feminine" behavior or role based on society's expectations that males and females are "naturally" different from each other. |
| **Sex-Role Socialization** | The process by which sex-typed behaviors are taught and reinforced by society through socialization agents--home, school, peers, work sites, media. |
| **Gender Role** | Everything a person says or does to indicate to others and to self the level to which that person is male or female. |
| **Gender Identity** | The internalized image of oneself as male or female and the internal standards for judging sex-appropriate behaviors. |
| **Sex Equity** | Attitudes or actions that encourage individuals to develop and achieve their optimal potential as human beings rather than limiting themselves to only those achievements thought to be appropriate for their sex. |

#3

# Sentence Completion

*Instructions* : Complete each phrase with whatever comes to mind first.

1. A boy who is not good at sports ________________________________

2. I get upset when I see a girl ________________________________

3. A girl who is good at sports ________________________________

4. I respond to crying women by ________________________________

5. Young boys should/should not be allowed to play with dolls because________
________________________________________________________________

6. I have learned that girls should never ____________________________

7. Girls should/should not help with cooking and cleaning at home because _____
________________________________________________________________

8. The hardest thing about being a man is____________________________

9. I have learned that boys should never ____________________________

10. The hardest thing about being a woman is __________________________

11. I respond to crying men by ________________________________

#3 Page 2 Sentence Completion.

12. In general, women do/do not lead happier lives than men because ________

______________________________________________________________________

13. I upset when I see a boy ______________________________________

14. The best thing about being a man is ____________________________

15. A tomboy is ____________________________________________________

16. A sissy is _____________________________________________________

17. Boys should/should not help with cooking and cleaning at home because ____

______________________________________________________________________

18. The best thing about being a woman is __________________________

19. In general, men do/do not lead happier lives than women because ________

______________________________________________________________________

20. I admire men/women for their ____________________________________

______________________________________________________________________

#5

# Did You Know - - Girls

1. Although at age nine males and females show understandings of math, science, social studies, and citizenship that are fairly equal, at age thirteen young women begin a decline in achievement that continues to adulthood.

2. Boys and girls hold higher opinions of boys than they do of girls as they progress through school. Views of girls are more negative.

3. By fourth grade, girls see their choices of occupations as four: teacher, nurse, secretary, or mother. Boys of the same age see that they have many more choices for occupations.

4. Many women in college believe men like passive women who place the duties of wife and mother above personal and professional goals.

5. By ninth grade, 25 percent of boys, but only 3 percent of girls, consider careers in science or engineering.

6. Some college women respond negatively usually with resentment and dislike toward women who have achieved high academic or career success. Women may actually fear success and try to avoid it.

7. Career commitment has been found to decline in girls of high school age. This decline was related to their feelings that male classmates disapprove of females who use their intelligence or appear "smarter" than the males in the class.

8. Although women make better high school grades than men, women are less likely to believe that they can do college work successfully.

9. The majority of working women will work 30 years or more.

The following generalizations can be made:

- Women are employed in lower paying jobs than men.

- Women have limited career aspirations.

- Women tend not to realize their full potential.

- Women tend to be more dependent than men.

#4

## Did You Know - - Boys?

1. The expectations for boys to behave in a "masculine" way are very strong even before they are five years old. Girls don't experience as much pressure to be "feminine."

2. Violence in American society is taught and acted out. Boys are actually encouraged by adults to be aggressive; girls are not. Television models encourage aggression in males.

3. The male stereotype says that men and boys must be strong, independent, and powerful. Males must not appear weak or unsure and must not discuss or express certain feelings such as sadness, fear, and tenderness--no "sissy" stuff.

4. Boys receive more control warnings than girls, such as "That's enough talking, Brent," or Put that comic book away, Kevin." Also, when teachers criticize, they are more likely to use harsh or angry tones when talking to boys than when talking to girls about the same kind of behavior.

5. Almost nothing in males' early learning prepares them for being fathers. They ar discouraged as children from play activities involving baby dolls and are rarely required to help much in the care of younger brothers and sisters.

6. Boys build expectations that are higher than their achievements. Boys who score high in masculine behavior also score highest in anxiety.

7. Public displays of emotion by men and boys lead to a rapid decline in prestige. Males are expected to internalize these feelings, keeping a "stiff upper lip."

8. Male life expectancy is shorter than that of females, and there is a higher mortality rate for males 18 to 65 years of age. Some researchers attribute part of this higher mortality rate to sex roles: males take more chances--such as driving a motorcycle at high speeds without protective head gear.

9. National delinquency rates are five times higher among boys than among girls. Boys and men are more likely to go to prison than are girls and women.

The following generalizations can be made:

- Men have a shorter life expectancy than women.
- Men successfully commit suicide more often than women.
- Men have difficulty establishing and maintaining close relationships.
- Men do no feel comfortable expressing their feelings.

#6

# Magazines and the Real World

*Instructions*: Select a magazine and fill in the following form. Attach one or two sample pictures.

Name of magazine ________________________________________________ Date _________

1. Advertisements: Look at large colored advertisements. Count the number of times adults (males and females) are shown doing the following:

| | M | F | | M | F |
|---|---|---|---|---|---|
| being handsome or beautiful | _____ | _____ | being mothers / fathers | _____ | _____ |
| being in mixed groups | _____ | _____ | doing household chores | _____ | _____ |
| being in single-sex groups | _____ | _____ | working outside the home | _____ | _____ |

2. Articles:

| | | |
|---|---|---|
| How many authors are females? How many are males | _____ | _____ |
| Who is most likely to read the article -- women or men or both? | _____ | _____ |

3. Pictures: Look through the pictures, excluding the advertisements. Estimate the number of times adults (males and females) are shown doing the following:

| | M | F | | M | F |
|---|---|---|---|---|---|
| being involved in vigorous activity | _____ | _____ | being with children | _____ | _____ |
| receiving help or advice | _____ | _____ | giving help or advice | _____ | _____ |
| working in non-traditional occupations | _____ | _____ | discovering or inventing things | _____ | _____ |

4. Summary:
Look over your survey. Who do you think is most likely to read this magazine---women or men or both? _______________ Why? ________________________________________________

________________________________________________________________________________

Describe the pictures of women. What are the women like? What do they do? ____________

________________________________________________________________________________

Describe the men. What do they do? What are they like? ________________________________

________________________________________________________________________________

Do you know people like those shown in the ads? ____________ In what ways do these people differ from families you know? ________________________________________________

________________________________________________________________________________

*Adapted from *Becoming Sex Fair,* a WEEA project developed by the Tredyffrin/Easttown School district, Berwyn, PA

Part B: Career exploration in non-traditional occupations.

What are non-traditional occupations and why are they important? Occupations in which one sex predominates are considered traditional occupations for the predominating sex. An example is the field of nursing. Women predominate the field of nursing, therefore nursing is a non-traditional occupation for men.

How would you obtain a job in a non-traditional occupation? Obtaining a job in a non-traditional field is more beneficial for a women since the male-dominated fields often have higher salaries. Seeking a job in a non-traditional occupation can be frustrating. However, the laws are written today to prevent discrimination against either sex. Applications would be made in the normal manner. However, take special note of how your application is treated. If you feel that your application is not being taken seriously, contact the Pennsylvania Department of Labor in Harrisburg for further advice.

## Bibliography

**Computer Software:**

"Sexual Stereotyping" $45.00 Apple Only

Orange Juice Software
338 South Arch Avenue
New Richmond, Wisconsin 54017
715-246-3588 FAX 715-246-7120

"Awareness of Sexual Prejudice is the Responsibility of Educators"
Developed by Livonia Public Schools, Livonia, Michigan with a grant from:
Women's Educational Equity Act Program.
U.S. Department of Health, Education, and Welfare
Office of Education
Contact:
Education Development Center, 1979
55 Chapel Street
Newton, Massachusetts 02160

"A Working Woman's Guide to Her Job Rights"
U.S. Department of Labor, Office of the Secretary, Women's Bureau.
Leaflet #55.

Contact:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

#1

## Role Expectations

Use this exercise to further understand your ideas of your role and the limitations that may exist.

List as many items as you can in each of the statements.All persons answer 4 and 5.

1. Since I am a woman/man:

    I am required to:

    I am allowed to:

    I am forbidden to:

2. If I were a woman/man:

    I could:

    I would:

    I would not:

3. A part of me wants to:

4. The most important thing in life for a man is:

5. The most important thing in life for a woman is:

#2

## Women and Non-Traditional Work

## Barriers

Barriers inhibiting entry of women into non-traditional training and employment are complex and inter-related.

Social/Cultural
Socialization to traditional female roles.
Unsupportive family and friends.
Negative attitudes of co-workers.
Lack of self-confidence and assertiveness.
Limited experience with tools and mechanical operations.

Educational and Training
Limited information provided about non-traditional options.
Females directed toward traditional classes.
Lack of support for sex equity efforts by instructors and other personnel.
Lack of prerequisite classes such as math and science.
Limited access to on-the-job training and apprenticeships.
Lack of support services-child care, transportation, counseling, etc.

On The Job
Discrimination in hiring, firing, promotion or layoffs on basis of sex, race, age, physical build/ability.
Sexual harassment on-site.
Isolation on the work-site.
Lack of support from unions.
Lack of support services.

Sexual Harassment
Women in non-traditional jobs or training are at great risk of sexual harassment which is: unwelcome behaviors which can include teasing, jokes, remarks and questions, deliberate touching, letters, telephone calls, materials of a sexual nature, pressure for sexual favors, sexual assault.

Sexual harassment is against the law. Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment. Employers can be held liable for sexual harassment.

Women can take specific steps when faced with sexual harassment:
  Tell the harasser to stop the offensive behavior
  Document all incidents of harassment
  Notify your supervisor, union representative, or other appropriate person of the harassment
  Know your company policy on sexual harassment and follow its procedures
  Consider filing a formal grievance or complaint if the above steps do not remedy the situation.
  Stay on the job.
  Find support from family, friends, or other groups to help you through this situation.

#3

## Women and Men in the Paid Work Force.

The work force is changing. More non-traditional jobs are found in various occupations. Non-traditional jobs are defined as those jobs in which 75% or more employed are same sex. This means, a male nurse is in a non-traditional job due to the predominance of women in the nursing field. On the other hand, women truck drivers and women carpenters, or electricians are in non-traditional jobs. What does this mean to you?

If you are a woman, consider these factors:

Whether or not you marry or have children, you will probably need to work outside the home for a large percentage of your life in order to support yourself, your children, or to contribute additional money to the family income. If you do not choose an occupation and receive training or additional education, you may be limited to low-paying jobs that could have a high lay-off rate.

If you are a man, consider these factors:

If you marry, your wife may also need to work to help support the family. You may need to assist by taking on many of the child care, housework, and cooking responsibilities. Opportunities in job areas traditionally held by women may interest you and fit your needs.

Both men and women should consider these factors:

The traditional ideas of "woman's work" inside the home and "man's work" outside the home (supporting the family) are no longer realistic. Both men and women now work outside the home.

The traditional occupations held by men, or traditionally held by women, are changing. Both men and women can do most jobs in the work force if they train and prepare for these jobs.

When considering various job opportunities consider the full range of occupations both those that are traditional for your sex and those that are non-traditional. Careers should be selected based on interests, abilities, and needs, rather than sex stereotypes.

Investigate educational programs which can prepare you for careers that interest you. Vocational education programs which are not traditional for your sex may be one way to prepare you for a career.

It is your legal right to receive fair consideration for any job or training program for which you are qualified; and although sex stereotyping and discrimination still exist in the work force and in education programs, you can make a difference and help change this. The law is on your side.

#4

## Changing Attitudes

Traditionally our workforce has divided jobs into "woman's work and man's work" Women's work was associated with working in the home and rearing the children. When women worked outside the home, the work has traditionally been in sales, teaching, nursing, secretarial and clerical areas. Jobs have been low-paying with little chance for advancement and status; not to be considered a lifetime career but merely "something to get by with."

Currently, many women are single parents and the sole support of several children. Limited child support may be ordered by judges but collecting this amount is often difficult. Increasingly women are looking for better paying jobs that suit their interests and abilities. For a woman to consider non-traditional careers, she must first consider her own attitudes, values and opinion. For the woman who is determined to "make it" in a non-traditional better paying field, a sense of confidence and commitment must be a part of the decision. This may require a change in attitude. Planning for change takes careful consideration.

1) Planning for Change:

What are the things that could interfere with the desire to make changes in our lives?

1) Habits.
2) Lack of confidence in ourselves.
3) Fear of the unknown.
4) Our desire to conform to what is normal.
5) Seeing only what we want to see.
6) Lack of information.
7) Lack of motivation.

What are some other things you can think of?

2) Positive Motivators for Change:

What are the things that will encourage us to change?

1) Readiness to try something new.
2) Experience.
3) Advancement, achievement, awards.
4) Money.
5) Wanting more out of life.

What are some other things you can think of?

3) Negative Motivators for Change:

What are the things that will force us to change?

1) Lack of money and the things money can buy.
2) Boredom, or a dull routine in a job.
3) Lay off from present job with no similar positions available.

What are some other things you can thing of?

## 4) Decision Making About Change:

What steps should you consider when deciding about a change?

1) Identify the problem that may be causing you to consider a change is necessary.
    a) Describe the problem in writing.

2) Define the problem:
    a) what is the present situation?
    b) what situation would you like to see in the future?

3. Make two lists:
    a) the factors that would help you change.
    b) the factors that prevent you from change.

4. Compare the two lists.

Could any factors that would help you change also overcome some factors that would prevent you from change?

For example: a factor for change would be a lay off from your company that involved your job. A factor that might prevent you from change is that you you expect to be called back in the future.
    a) Decide which is the more important factor to you:
        1)Being given the opportunity to find another job that could be a higher salary
        2)Waiting to be called back to your old job.

5. Determine the most promising action step you could take:
    a) Is it better to change at this time?
    b) What resources are available to you?
    c) What are the advantages of change
    d) What are the disadvantages of change.

6. Review the information and make your decision. Write down your decision and the reasons why you think it is the correct solution.

#5

## Tokenism

Tokenism is the presence of a single outsider in a group of people, the majority of which are all similar to each other but different from the outsider. For example: on a job where there is one woman in a group of all men. The problems arise, not because the person is so different from the rest of the group, but rather because there are greater numbers who are the same and fewer numbers who are different. This creates an imbalance because the newcomer does not share the group's attitude and personality. For example: You like to smoke a cigarette after eating. When you begin your new job, you discover that you are the only smoker in the group. You have some choices: you can stay different from the group by continuing to smoke which may cause some problems; or you can stop smoking and accept the anti-smoking attitude of the group which may make you more acceptable to them.

In any group, the newcomer is subjected to a period of testing to see if he/she will "measure up." The testing period can focus on such things as the newcomer's job skills, personality, or ability to quickly adapt to the rest of the group. The passage of time usually erases the newcomer status of a person in a group. There is however, an exception to that. If the newcomer is a woman entering a male dominated group, she will retain the "outsider" label for longer periods of time. Some women can become more like the men in the group (sharing their knowledge and group customs) and in time the continued contact and increased familiarity can reduce the men's concerns over her being "different."

There are three areas that must be overcome for the token woman:

Visibility: Since she is the only one of her kind, everything she does and says becomes public information. She is seen as representing all women. The men in the group will compare her to other women they may know, sometimes favorably, sometimes unfavorably. Any problems the token woman has are usually blamed on her "being a woman" rather than being a newcomer. She must perform her job perfectly because every mistake will be magnified. Women will adapt to this situation in various ways. Some will do their jobs well, but try to stay invisible and out of sight. Other women may flaunt their performances outperforming male co-workers. An alternative is to concentrate as fully as possible on the job at hand and try to ignore the interpersonal areas.

Contrast: The presence of a woman can cause men to become self-conscious about themselves. Men may display more masculine prowess, aggression, and discuss sports, drinking and sex or other subjects that would exclude the token woman. Language and jokes may be followed by comments such as: "Excuse my "French" or "Careful, we can't say things like that any more." The woman becomes the interrupter, the cause of distraction and the reason to not use certain jokes or language. Women can be forced into demonstrating their loyalty to the male group by turning against other women. This is seen when the men make comments about other women, or play pranks and the token woman is expected to "go along with the treatment" against the other women. Failure to do so will lead to social isolation for the token woman. Some women respond to the contrast problems by becoming like the men: going fishing, going drinking with the guys etc. in order to avoid isolation. This creates isolation for her from other women. An alternative is for her to do the job to the best of her ability and to wait . Over time, the men will become less self-conscious and accept the woman for her job-related skills.

The third area that needs to be overcome by the token woman is:

Role Distortions: Characteristics of the woman are distorted to fit into a stereotype or image. There are four basic images in which the token woman may be placed.

1) Mother type: she is seen as the person to which to tell your troubles. The women in this role is rewarded for service, but not her work. She must "take care of" the male co-workers but not criticize. She may also be expected to "cover up" mistakes without comment.

2) Seductress: she is seen as a flirt, even if she is only being overly friendly. Her attempts at friendship are seen as having sexual overtones which creates jealousy towards her. If she develops a friendship toward one man, she is resented. In some cases a man who has high status in the group or company becomes her "protector" by preventing others from criticizing her work. This creates resentment towards him because people wonder "what favors he is getting." She is resented because she has an unfair advantage due to her friendship with this "protector".

3) The Pet (or Kid Sister): she is seen as cute, amusing, funny, a mascot, a cheerleader for the displays of masculine prowess. She is not seen as capable and any accomplishments are usually a cause for much praise and being fussed over. This role encourages immature behavior in the woman and prevents her true competence from being seen.

4) The Women's Libber, or Iron Maiden: she is seen as not wanting to be cast into any of the first three images. She may insist on being treated as an equal, a tough person, and may be considered "sexless." The woman in this role is viewed with suspicion and is treated with elaborate shows of politeness. Men will be friendly towards her but in fact will isolate her.

In those skilled trades where the male dominance is at its strongest; there are other expressions of tokenism towards woman. The following situations are common:

- She may get the heaviest, dirtiest, most unpleasant, boring or meaningless tasks to do.
- She may not get the instructions or information she needs to do her job properly, with the result that she performs it poorly and is left to face the consequences.
- Her machinery or tools may be sabotaged.
- Impossibly high standards may be set for her as conditions for approval and acceptance or for performance and raises.
- There may be a double standard for penalizing her mistakes.

Some suggestions for women entering a macho trade are as follows:

- Be pleasant but not too friendly.
- Don't go "drinking with the boys" or use vulgar language.
- Aim for the midpoint between sexy and sexless.
- Watch the type of clothing that is worn. It should be neither sexy nor masculine.
- Don't try to over achieve and call attention to yourself, nor hide your abilities.
- Do your job and be patient about becoming accepted as part of the group.
- "Be yourself" and let those around you make an adjustment in their attitudes if needed.

#6

## Non-Traditional Job Bias
## Questions for Discussion

Have guest speakers discuss how they would answer these questions. Then, decide for yourself how you would answer these comments about a job you really wanted.

1. Why do you want to work in this job?

2. This job really isn't for someone like you because it's (dirty, smelly, noisy) etc.

3. This job really isn't for someone like you because it's more suited for a woman who can type and answer phones.

4. My customers will complain if they have to have you here.

5. You wouldn't feel right in this job working in a (man's/woman's) job.

# Sexism: Definition and Dynamics

**Sexism: A Definition**

Sexism may be defined as any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentional or unintentional.

Sexism is difficult to detect and is present throughout our society. It affects everyone, males as well as females. Sexism is not only a woman's issue, it is a human issue. The difficulty in detecting sexism arises because many of our values are developed from contacts with family, friends, and media.

**Sexism is usually unintentional**

Discrimination is often unintentional. We have learned how our culture expects males and females should act. Because this behavior is familiar we are unaware of its impact on others. An example of this is the expectation that women will serve coffee and donuts in an office meeting or that the woman will take notes in meetings while men will be leading the meeting.

We all have sexist attitudes and act in sexist ways. Being nonsexist means that we are not basing our attitudes and assumptions about others on stereotypes about men and women, but instead are based on the individual capabilities and interests.

**Sexism is Institutional**

Equal participation of females and males is not a reality. Although there are numerous laws supporting "equal opportunity" for groups who have been discriminated against in the past, institutions change slowly. Currently, every major institution in our society is dominated by men: government, law, education, health care, defense, industry, religion, among others. Despite the "equal opportunity" laws, there are sexist educational practices. An example is the athletic programs for males which receive more support and promotion than programs for females. Some career guidance practices and testing practices also show differences on the basis of sex.

## Dynamics of Sexism

Sexism is self-renewing. This can be seen as a cycle of learning and reinforcement. Using the stereotype "hot-tempered redheads" look at the cycle of learning and reinforcement.

- Experience - A person with red hair flares up in anger.
- Learning - This person is angered easily and has red hair.
- Generalization - People with red hair are hot-tempered (the generalization becomes the stereotype).
- Prejudgment - Next time you encounter a redhead, you expect her or him to get angry easily. Prejudices distort our perception and experience.
- Behavior That Discriminates - As you expect redheads to get angry, you act differently with them or avoid interactions with them altogether.
- Reinforcement (Selective Ignoring) - Whenever you see a redhead get angry, you make a mental note of the behavior, even though perhaps few redheads act that way. We tend to notice the behavior that we expect.

#2

# Sex Equity Definitions

| | |
|---|---|
| **Sexism** | Any attitude or action that stereotypes or discriminates against a person on the basis of sex--whether intentional or unintentional. |
| **Sex-Role Stereotype** | A narrowly defined "masculine" or "feminine" behavior or role based on society's expectations that males and females are "naturally" different from each other. |
| **Sex-Role Socialization** | The process by which sex-typed behaviors are taught and reinforced by society through socialization agents--home, school, peers, work sites, media. |
| **Gender Role** | Everything a person says or does to indicate to others and to self the level to which that person is male or female. |
| **Gender Identity** | The internalized image of oneself as male or female and the internal standards for judging sex-appropriate behaviors. |
| **Sex Equity** | Attitudes or actions that encourage individuals to develop and achieve their optimal potential as human beings rather than limiting themselves to only those achievements thought to be appropriate for their sex. |

#3

# Sentence Completion

*Instructions* : Complete each phrase with whatever comes to mind first.

1. A boy who is not good at sports ______________________________

2. I get upset when I see a girl ______________________________

3. A girl who is good at sports ______________________________

4. I respond to crying women by ______________________________

5. Young boys should/should not be allowed to play with dolls because________

______________________________________________________________

6. I have learned that girls should never ______________________________

7. Girls should/should not help with cooking and cleaning at home because _____

______________________________________________________________

8. The hardest thing about being a man is______________________________

9. I have learned that boys should never ______________________________

10. The hardest thing about being a woman is ______________________________

11. I respond to crying men by ______________________________

12. In general, women do/do not lead happier lives than men because ________

________________________________________________________________

13. I upset when I see a boy ________________________________________

14. The best thing about being a man is ______________________________

15. A tomboy is ____________________________________________________

16. A sissy is _____________________________________________________

17. Boys should/should not help with cooking and cleaning at home because ____

________________________________________________________________

18. The best thing about being a woman is ____________________________

19. In general, men do/do not lead happier lives than women because ________

________________________________________________________________

20. I admire men/women for their ___________________________________

________________________________________________________________

#5

# Did You Know - - Girls

1. Although at age nine males and females show understandings of math, science, social studies, and citizenship that are fairly equal, at age thirteen young women begin a decline in achievement that continues to adulthood.

2. Boys and girls hold higher opinions of boys than they do of girls as they progress through school. Views of girls are more negative.

3. By fourth grade, girls see their choices of occupations as four: teacher, nurse, secretary, or mother. Boys of the same age see that they have many more choices for occupations.

4. Many women in college believe men like passive women who place the duties of wife and mother above personal and professional goals.

5. By ninth grade, 25 percent of boys, but only 3 percent of girls, consider careers in science or engineering.

6. Some college women respond negatively usually with resentment and dislike toward women who have achieved high academic or career success. Women may actually fear success and try to avoid it.

7. Career commitment has been found to decline in girls of high school age. This decline was related to their feelings that male classmates disapprove of females who use their intelligence or appear "smarter" than the males in the class.

8. Although women make better high school grades than men, women are less likely to believe that they can do college work successfully.

9. The majority of working women will work 30 years or more.

The following generalizations can be made:

- Women are employed in lower paying jobs than men.

- Women have limited career aspirations.

- Women tend not to realize their full potential.

- Women tend to be more dependent than men.

#4

## Did You Know - - Boys?

1. The expectations for boys to behave in a "masculine" way are very strong even before they are five years old. Girls don't experience as much pressure to be "feminine."

2. Violence in American society is taught and acted out. Boys are actually encouraged by adults to be aggressive; girls are not. Television models encourage aggression in males.

3. The male stereotype says that men and boys must be strong, independent, and powerful. Males must not appear weak or unsure and must not discuss or express certain feelings such as sadness, fear, and tenderness--no "sissy" stuff.

4. Boys receive more control warnings than girls, such as "That's enough talking, Brent," or Put that comic book away, Kevin." Also, when teachers criticize, they are more likely to use harsh or angry tones when talking to boys than when talking to girls about the same kind of behavior.

5. Almost nothing in males' early learning prepares them for being fathers. They ar discouraged as children from play activities involving baby dolls and are rarely required to help much in the care of younger brothers and sisters.

6. Boys build expectations that are higher than their achievements. Boys who score high in masculine behavior also score highest in anxiety.

7. Public displays of emotion by men and boys lead to a rapid decline in prestige. Males are expected to internalize these feelings, keeping a "stiff upper lip."

8. Male life expectancy is shorter than that of females, and there is a higher mortality rate for males 18 to 65 years of age. Some researchers attribute part of this higher mortality rate to sex roles: males take more chances--such as driving a motorcycle at high speeds without protective head gear.

9. National delinquency rates are five times higher among boys than among girls. Boys and men are more likely to go to prison than are girls and women.

The following generalizations can be made:

- Men have a shorter life expectancy than women.
- Men successfully commit suicide more often than women.
- Men have difficulty establishing and maintaining close relationships.
- Men do no feel comfortable expressing their feelings.

#6

# Magazines and the Real World

*Instructions*: Select a magazine and fill in the following form. Attach one or two sample pictures.

Name of magazine ______________________________ Date ________

1. Advertisements: Look at large colored advertisements. Count the number of times adults (males and females) are shown doing the following:

| | M | F | | M | F |
|---|---|---|---|---|---|
| being handsome or beautiful | ____ | ____ | being mothers / fathers | ____ | ____ |
| being in mixed groups | ____ | ____ | doing household chores | ____ | ____ |
| being in single-sex groups | ____ | ____ | working outside the home | ____ | ____ |

2. Articles:

| | | |
|---|---|---|
| How many authors are females? How many are males | ____ | ____ |
| Who is most likely to read the article -- women or men or both? | ____ | ____ |

3. Pictures: Look through the pictures, excluding the advertisements. Estimate the number of times adults (males and females) are shown doing the following:

| | M | F | | M | F |
|---|---|---|---|---|---|
| being involved in vigorous activity | ____ | ____ | being with children | ____ | ____ |
| receiving help or advice | ____ | ____ | giving help or advice | ____ | ____ |
| working in non-traditional occupations | ____ | ____ | discovering or inventing things | ____ | ____ |

4. Summary:

Look over your survey. Who do you think is most likely to read this magazine---women or men or both? ____________ Why? ______________________________

______________________________________________________

Describe the pictures of women. What are the women like? What do they do? ____________

______________________________________________________

Describe the men. What do they do? What are they like? ______________________

______________________________________________________

Do you know people like those shown in the ads? __________ In what ways do these people differ from families you know? ______________________________

______________________________________________________

*Adapted from *Becoming Sex Fair*, a WEEA project developed by the Tredyffrin/Easttown School district, Berwyn, PA

#7

# Realities of the Work World

## INTRODUCTION

There are more women working than ever before in our nation's history. More women are participating in politics; more are managing, teaching, learning. However, many Americans work in sex-segregated environments. Most women hold low status jobs and draw lower salaries than men for the same work; many live in poverty. Inequity is the reality.

This reading documents the inequities of women and work. It covers labor force participation, marital and family status, occupational segregation, education and parity, the earnings gap, and women and poverty.

**Labor Force Participation**

According to the Department of Labor, unprecedented numbers of women entered the work force during the 1970's. An average of over a million women were added to the work force each year. The trend is continuing. This rate of labor force participation signals the beginning of one of the most unique and dramatic periods of change in the role of women in our country.

In 1981, about 46.8 million women were working for pay outside the home, comprising 43 percent of the country's entire labor force. About three out of every four employed women worked full-time--35 hours or more per week (U.S. Dept of Labor, Bureau of Labor Statistics, 1981.) In 1988, 35.1 million (65 percent) of all women with children under 18 years old worked outside the home.

In 1981, 52 percent of the female population 16 years of age and over was employed, rising from 43 percent in 1970. Of the same age male population, 76 percent was employed. By 1990, 57 percent of all women 16 years and older are working or seeking jobs. This is 45 percent of the labor force. Seventy-two percent of all women of prime working age -- 25 to 54--are in the 1990 labor force.

Factors that account for this increase in women workers are varied. A high inflation rate has made a second income necessary for some families to survive, or to maintain their standard of living. More women are single family heads. Jobs have been available, particularly in those rapidly growing fields--sales, clerical, service--where there is a preponderance of women. Social changes--rising divorce rates, declining birth rates, later marriages--have had their effects. The standard of living has risen, and a large cohort of the post-World War II (baby boom) generation is reaching labor force age. Increasing numbers of educated women--particularly college graduates--now want to pursue careers. Finally the women's movement has raised consciousness, making work for pay outside the home more socially acceptable for mothers and fostering the view that through work, women can find additional intellectual and personal fulfillment.

**Marital and Family Status**

Marital and family status, factors that affect women in the work force, have changed significantly over the past 25 years. In 1988, more than half (65 percent) of the nation's children under the age of 18 had mothers who worked away from home. The numbers have risen steadily, from 54 percent in 1981. The most recent year-to-year increase in the number of children with working mothers occurred among those under six years of age. Looking at the statistics from another perspective, 58 percent of all mothers with children under 6 were in the labor force in 1990.

Among more than half (59.8 percent) of the married couples with children, both wife and husband were wage earners. The median family income for these two-earner families was $27,745, compared to $20,743 if only the husband worked and $13,612 if only the wife worked.

In 1988 a record 6.7 million families, or one out of every four, were maintained by a women who was divorced, separated, or widowed, or who had never married. The monthly incomes of families maintained by women averaged $1,012; families maintained by men averaged $1,676 per month.

**Changing Occupational Segregation**

The number of working women outside the home has increased significantly, and there has been a movement toward men and women being represented equally in most occupational categories, with the exception of service and laborer/operator occupations. In 1970, just 16.2% of professional specialty positions were held by women, increasing to approximately 50% in 1988. In 1988, 36.7% of management positions were held by women, a substantial increase from 13.4% in 1970.

While women continue to be prominent in technical, sales and administrative support jobs, their share of these occupations declined from over 60% in 1970 to about 55% in 1988. Service occupations continue to be dominated by women, with the proportion of service jobs held by women hovering around 60%. The proportion of laborers or operators that are women declined from about 30% in 1970 to 25% in 1988.

Occupational segregation by sex is primarily the result of sex-role stereotyping of appropriate roles and jobs for men and women. While traditional roles may be satisfying, they often have the effect of limiting options and opportunities. for example, when junior high or high school girls are advised to avoid difficult mathematics and science courses and to think of themselves primarily as future wives and mothers, it does them a great disservice. Avoidance of mathematics and science courses eliminates many job options and limits employment to jobs that are generally lower-paying than those requiring mathematical, scientific, or technical skills.

When measured as a rate of increase, women's entry into non-traditional occupations shows impressive growth, but the absolute numbers of women in such occupations are small. For the most part, women have crowded into the clerical and service fields. It is projected that over the next decades two-thirds of the total increase in employment of women will be in traditionally female occupations.

### Education and Parity

With respect to educational attainment, there is a direct relationship between education and quality of employment for both men and women. Women and men with some college education are most likely to have adequate employment and least likely to be inadequately employed or not in the labor force at all. In 1988, among Pennsylvanians who had attended college, two-thirds of the women and four-fifths of the men were adequately employed. Less than ten percent of these women and men were underemployed or unemployed.

Women and men who dropped out before completing high school are least likely to have adequate employment and most likely to be inadequately employed or not in the labor force at all. Almost 16% of women with less than a high school education were underemployed or unemployed in 1988, and over 46% were not in the labor force at all. Comparable figures for Pennsylvania men were 14.5% underemployed and 26.4% were not in the labor force at all.

Education is a key to reducing poverty. Over 25% of Pennsylvania women and about 20% of Pennsylvania men lacking a high school education were living in poverty in 1988. This compares with less than 10% of women and men having some college.

### Earnings Gap

An important issue is the gap between the earnings of men and women. Most women work because of economic need. Women have contributed significantly in their families economic support. The concentration of women in low-paying, dead-end jobs makes their budget problems more difficult. The sustained earnings difference is a sharp contrast to the gains women have made in management fields. Women who worked at year-round, full-time jobs in 1988 earned only 60 cents for every dollar earned by men. The median weekly earnings of men exceeded women's earnings by about $143, so that women had to work nearly 8.3 days to gross the same earnings men grossed in 5 days. Lawsuits have begun to establish legal precedents for equal opportunity, equal pay, and affirmative action. However, in occupations dominated by women, men continue to earn more.

The difference in mean incomes for men and women employed full-time who have completed the same levels of education is substantial. In 1988, Pennsylvania men who had completed high school had a mean income of about $22,000 compared to about $12,000 for women with the same education.

Part B: Career exploration in non-traditional occupations.

What are non-traditional occupations and why are they important? Occupations in which one sex predominates are considered traditional occupations for the predominating sex. An example is the field of nursing. Women predominate the field of nursing, therefore nursing is a non-traditional occupation for men.

How would you obtain a job in a non-traditional occupation? Obtaining a job in a non-traditional field is more beneficial for a women since the male-dominated fields often have higher salaries. Seeking a job in a non-traditional occupation can be frustrating. However, the laws are written today to prevent discrimination against either sex. Applications would be made in the normal manner. However, take special note of how your application is treated. If you feel that your application is not being taken seriously, contact the Pennsylvania Department of Labor in Harrisburg for further advice.

# Bibliography

**Computer Software:**

"Sexual Stereotyping" $45.00 Apple Only

Orange Juice Software
338 South Arch Avenue
New Richmond, Wisconsin 54017
715-246-3588 FAX 715-246-7120

"Awareness of Sexual Prejudice is the Responsibility of Educators"
Developed by Livonia Public Schools, Livonia, Michigan with a grant from:
Women's Educational Equity Act Program.
U.S. Department of Health, Education, and Welfare
Office of Education
Contact:
Education Development Center, 1979
55 Chapel Street
Newton, Massachusetts 02160

"A Working Woman's Guide to Her Job Rights"
U.S. Department of Labor, Office of the Secretary, Women's Bureau.
Leaflet #55.

Contact:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

## Module Eleven: Civics - On the Local Government Level.

Local Government:

Structure of the township government.

Structure of borough government

Structure of city government

The Duties and responsibilities of the local elected officials and appointed officials.

County Government:

Structure of the county government.

Duties and responsibilities of the various offices in the county courthouse.

Comparison of county and township/borough government.

How Does A Person Run For Local Political Office.

Legal Filing responsibilities for the candidates name to appear on the ballot.

How does a candidate organize a campaign.

Political parties endorsement

What is a primary election? Who can vote and who can not?

Voting regulations - how to register to vote, and where, and what happend if you move?

Tax Structure in Local/County/State Levels

What taxes are paid at local/county/state levels.

Difference in various taxes.

How are they calculated -- sales tax, property tax, income tax, occupation tax.

Legal Structure

Structure of Magistrates court. What type of offenses are handled at this level.

Structure of Court of Common Pleas

Structure of Federal Court

Differences between levels of Courts

Definitions of terms such as "Federal Grand Jury"

Duties of various court personnel such as judge, district attorney.

Jury, duties and responsibilites. Who can serve and how selected.

## Local Government Structure

The Constitution of the Commonwealth of Pennsylvania gives the state the authority to develop laws to regulate local government. The Constitution outlines the basis requirements and rights, requires periodic redistricting, sets up county government with elected row officers, permits classification of local governments according to population and requires taxation to be uniform upon the same classes of people. The Constitution also establishes the procedure for change of municipal boundaries and optional plans of local government. The term "Commonwealth" comes from the English word "weal" and refers to the "well being of the public." While "Commonwealth" is an official legal description referring to Pennsylvania, the term "State" can also be correctly used to refer to Pennsylvania.

### Classification

Municipalities and school districts may be classified by population. There are four types of government in Pennsylvania: Counties, cities, boroughs, and townships. There are nine classes of counties, four classes of cities, two classes of townships and five classes of school districts. Boroughs are not classified. Each type of government operates under its own code of laws which set forth the governmental structure as well as the general and specific powers. General laws affect local government by granting power and imposing restrictions. Some examples of general laws are: the Pennsylvania Municipalities Planning Code which grants the local government the power to plan for development and adopt zoning, subdivision and land development ordinances; the Pennsylvania Sewage Facilities Act which regulates community and individual sewage disposal systems; and The Solid Waste Management Act which regulates solid waste collection and recycling.

### Home Rule Charter

The Home Rule Charter and Optional Plans Law gives municipalities the power to decide what structure their government will take and what services it will perform. A home rule municipality does not have its powers and organization determined by the state legislature. A home rule municipality drafts and amends its own charter and can exercise any power not prohibited by the state Constitution, General Assembly, or its own home rule charter. As of January 1991, 5 counties, 14 cities, 16 boroughs and 26 townships have adopted a home rule charter.

### Taxes

Local governments have the power to levy taxes on individuals and property. Two primary sources of tax revenue are the real estate tax which is permitted by the municipal law and the earned income tax.. The earned income tax is permitted by the Local Tax Enabling Act which also authorizes numerous other types of taxes such as occupation privilege tax, and entertainment tax.

## County Government

There are 67 counties in Pennsylvania. This includes the city-county of Philadelphia. Five of the counties have adopted home rule charters: Delaware, Erie, Lackawanna, Lehigh, and Northampton. The counties are responsible for property assessment, regional land use planning, solid waste disposal and public health. Counties perform welfare and mental health functions, establish housing and redevelopment authorities, conduct community development programs, maintain hospitals, support local libraries and other functions that can be better achieved on an area-wide basis. Counties also serve as agents of the state for law enforcement, judicial administration and conducting elections.

A three-member board of county commissioners heads the county government. There are three categories of county personnel: first, the elected county finance officers - the treasurer and controller (or 3 auditors in some of the 6th, 7th, and 8th class counties); second, the Court-related elected officials and third, the appointed county officials.

Duties of the Court-related elected county officials are as follows:

Judge of the County Courts: presides over the criminal and civil suits in the court sessions.

Clerk of the Courts: the chief clerk and record keeper for the criminal courts. The clerk keeps all papers filed under criminal and civil procedures of the courts.

District Attorney: conducts in court all criminal prosecution in the name of the state and signs all bills of indictment.

Sheriff: delivers and carries out the orders of the court, serving various writs, processes and other documents, assists in impaneling juries.

Register of Wills: has jurisdiction over the probate of wills, collects the state inheritance tax, maintains records on wills, inventory of estates, and financial records of estates.

Prothonotary: a clerk of the Court of Common Pleas, keeps the records of all civil procedures, signs all writs and summons, processes naturalization papers, records divorce proceedings.

Recorder of Deeds: responsible for the preservation of records relating to real property, records all deeds executed, mortgages, subdivision and other records of property ownership, records military discharges, agreements of sale, property options, leases, records plot plans for development, and collects the real estate transfer tax.

Coroner: investigates deaths of a suspicious or violent nature and is empowered to perform autopsies and hold a coroners jury of inquest when called to determine the cause of death.

Clerk of Orphans Court: files all proceeding related to estates of incompetents and adoptions, may be combined with Register of Wills in some smaller counties.

Duties of the Appointed County Officials are as follows:

Chief Clerk: serves as the link between the county commissioners and the department heads. Official record keeper of the commissioner meeting.

Solicitor: serves as the legal advisor to the county commissioners

Engineer: provides technical information concerning various improvements on the construction of public works.

Director of Emergency Management: responsible for organizing and operating a county-wide emergency communications network which includes disaster plans, evacuations, and training for emergency management personnel such as fire departments.

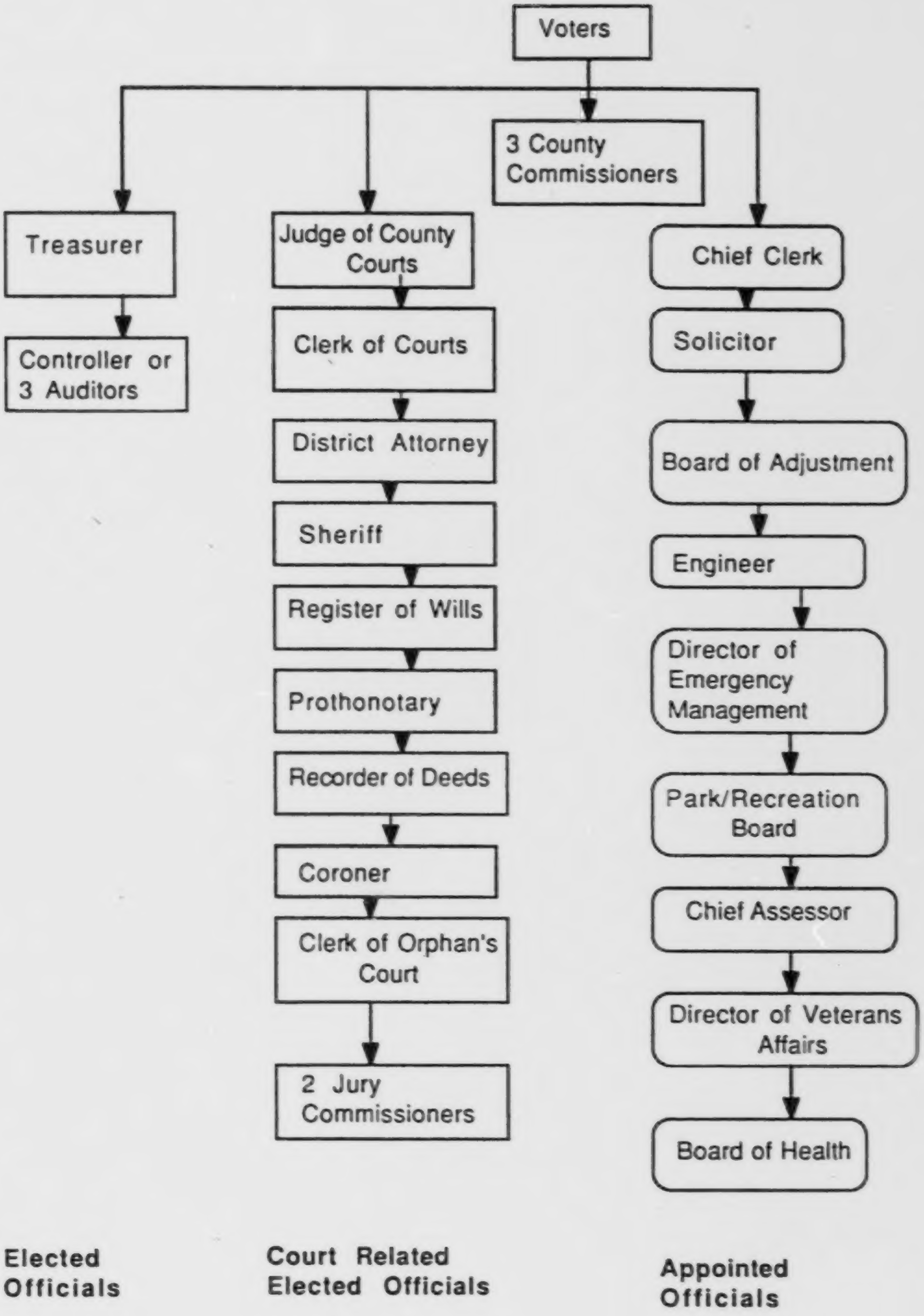
Board of Adjustment: reviews the assessment roll as prepared by the chief assessor and recommend any needed revisions. Receives the appeals of property owners who wish to have their assessed value reviewed and adjusted.

Park/Recreation Board: makes recommendations to commissioners concerning establishing, equipping, operating and maintaining recreational areas.

Chief Assessor: prepares land maps, tax maps, permanent record cards, plan, surveys and mother material needed to develop a proper real estate assessment.

Director of Veterans' Affairs: assists veterans in preparing forms for financial assistance, entrance into veterans' hospitals, pensions, burials and headstones, and providing markets and flags for cemeteries for Memorial Day.

Board of Health: oversees the enforcement of the various health laws in the county.


Voters
3 County Commissioners
Treasurer
Controller or 3 Auditors
Judge of County Courts
Clerk of Courts
District Attorney
Sheriff
Register of Wills
Prothonotary
Recorder of Deeds
Coroner
Clerk of Orphan's Court
2 Jury Commissioners
Chief Clerk
Solicitor
Board of Adjustment
Engineer
Director of Emergency Management
Park/Recreation Board
Chief Assessor
Director of Veterans Affairs
Board of Health
Elected Officials
Court Related Elected Officials
Appointed Officials

County Government

## City Government

There are three classifications of cities based on population size. A First Class city has 1 million or more persons. Philadelphia is the only First Class city. Philadelphia has a home-rule strong mayor form of government with 17 members elected from each of the ten districts of the city and seven members elected at large. The mayor has administrative control of the city. Elected officials serve a four-year term in office.

A Second Class city has a population range of 500,000 to 1 million persons. Pittsburgh is a Second Class city. A second classification of Second Class A city has a population range of 100,000 to 199,000. Scranton is a Second Class A city. Both of the Second Class and Second Class A cities have a strong mayor with appointment and executive powers and a city council who assists in the government.

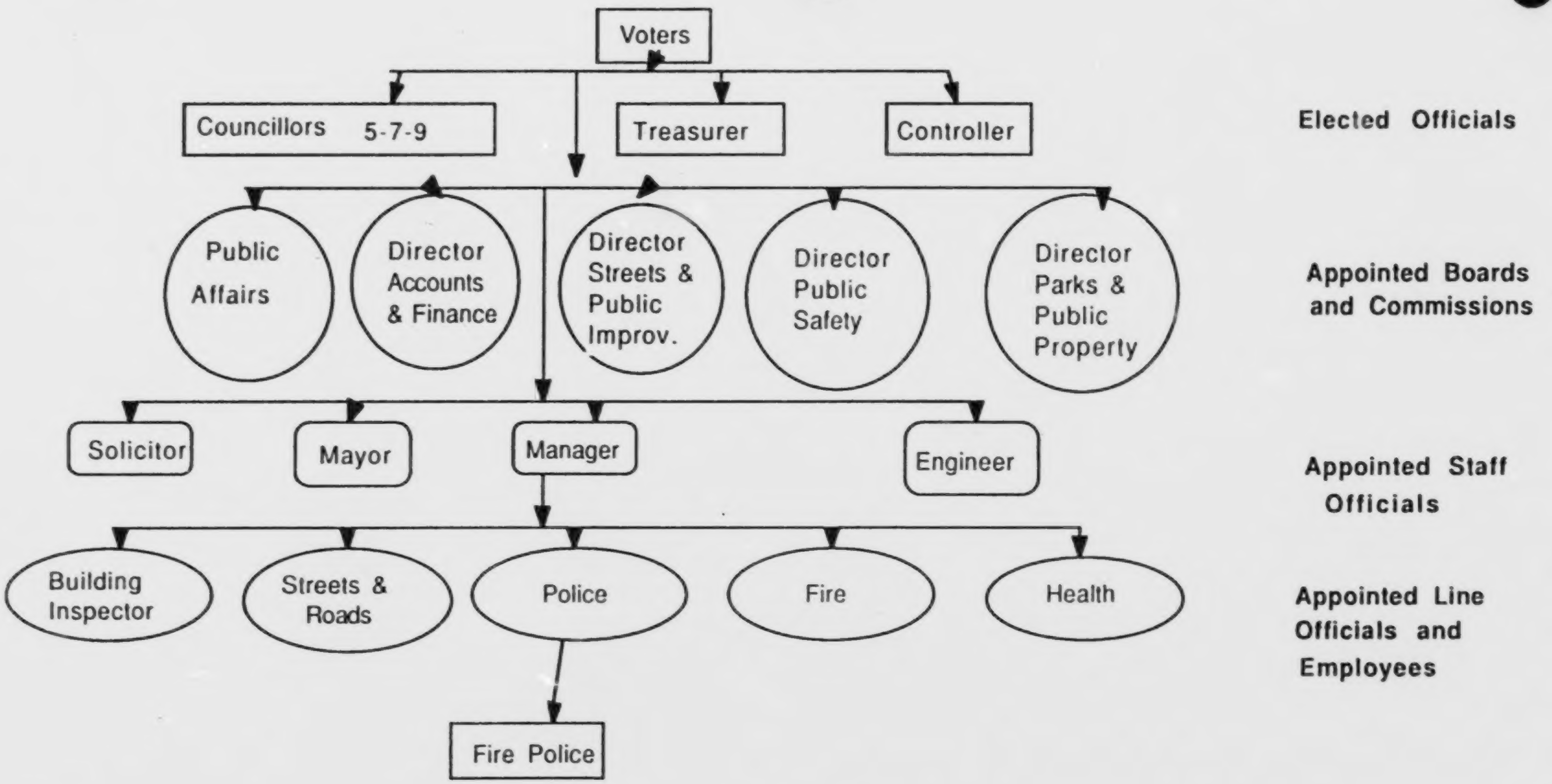
A Third Class city has a population of under 100,000 and has three optional forms of government. The Commission form has a mayor and four other members who are in charge of one of the five major departments of the city.

The Mayor-Council form may have five, seven or nine members of the council. A mayor, treasurer and a controller are also elected. The mayor is the chief executive and enforces the ordinances of the council The mayor also supervises the work of all city departments and submits the annual budget to council.

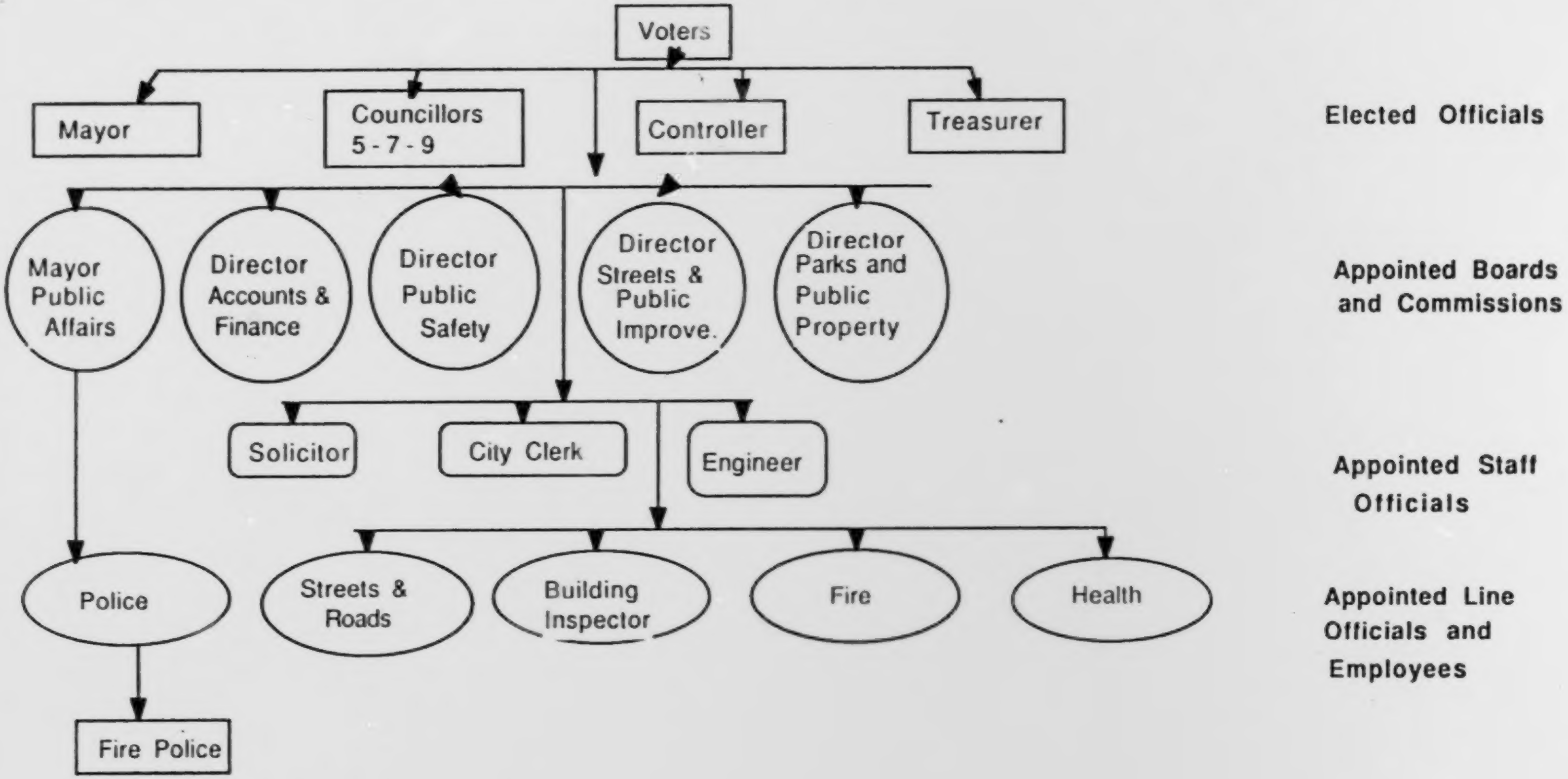
In the Council-Manager form all the policy making authority is given to the council which may have five, seven or nine members. A city treasurer and controller are also elected. A city manager is appointed by the council and is the chief executive officer of the city. Lock Haven is an example of a Third Class City with a Council-Manager form of government.

## Borough Government:

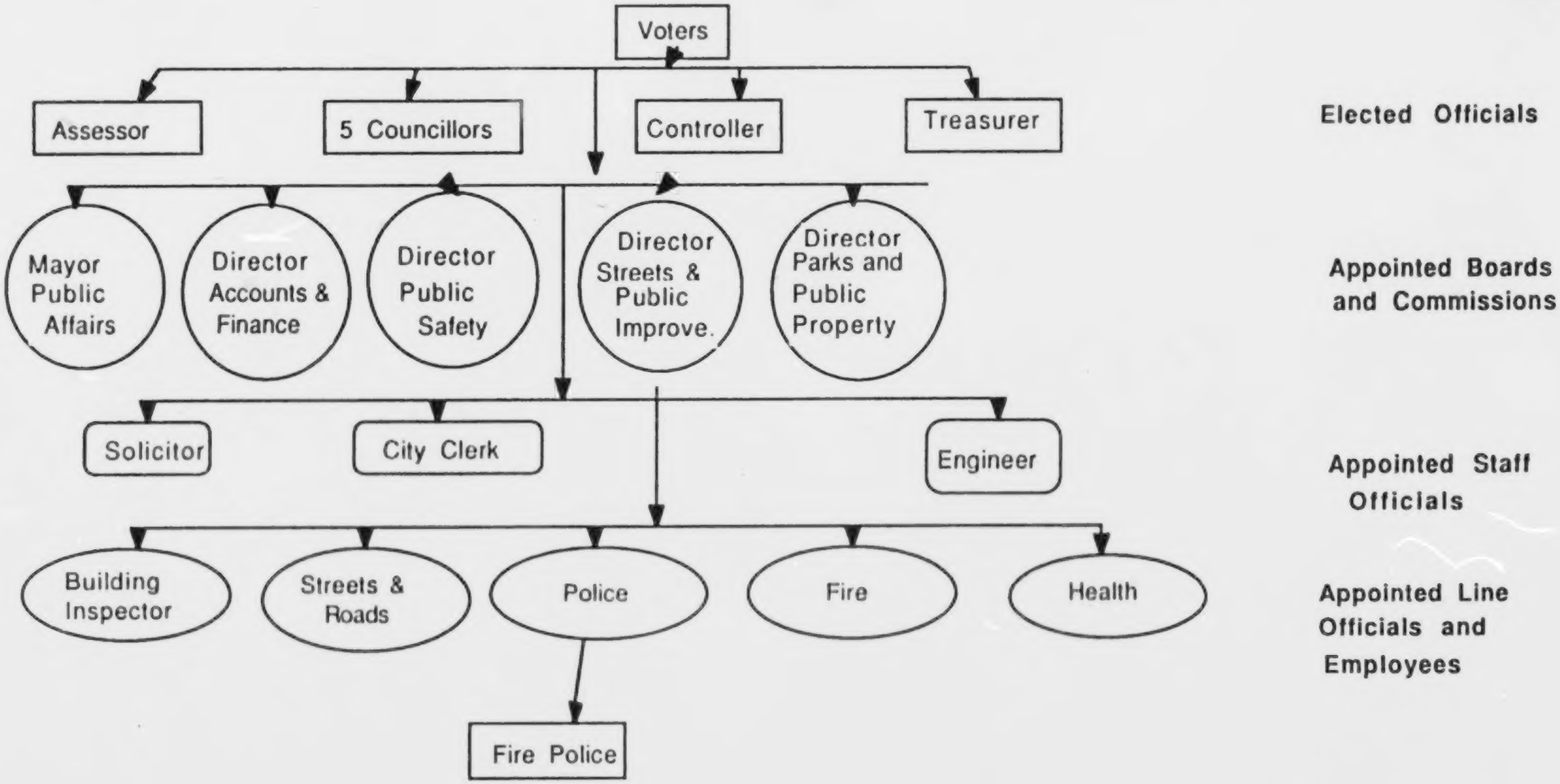
The "weak mayor" is the form of this government. The borough has a strong dominant council and an executive (mayor or manager) who has limited powers. This mayor or manager is responsible for carrying out the policies and enforcing the ordinances of council. The tax collector, tax assessor and auditors are also elected officials. Borough assessors work under the direction of the chief county assessor. They are usually not involved in assessment of real estate. The primary role of the borough assessor is the assessment of occupations and preparation of the per capita tax role. Most of the cities were once boroughs. Boroughs can be divided into wards and there is a councillor elected from each ward. If a borough is not divided into wards, the seven councillors are elected "at large" to represent all the residents. Boroughs are a middle-ground between city and township governments and provide important community services. The mayor of a borough is authorized to solemnize marriages under the terms of the Marriage Law [48 P.S. 1-13; Marriage Law, Section 13.] Elected officials serve a four-year term in office. The Borough is the only form of government that is not classified according to population size.


Voters
Councillors 5-7-9
Treasurer
Controller
Elected Officials
Public Affairs
Director Accounts & Finance
Director Streets & Public Improv.
Director Public Safety
Director Parks & Public Property
Appointed Boards and Commissions
Solicitor
Mayor
Manager
Engineer
Appointed Staff Officials
Building Inspector
Streets & Roads
Police
Fire
Health
Appointed Line Officials and Employees
Fire Police

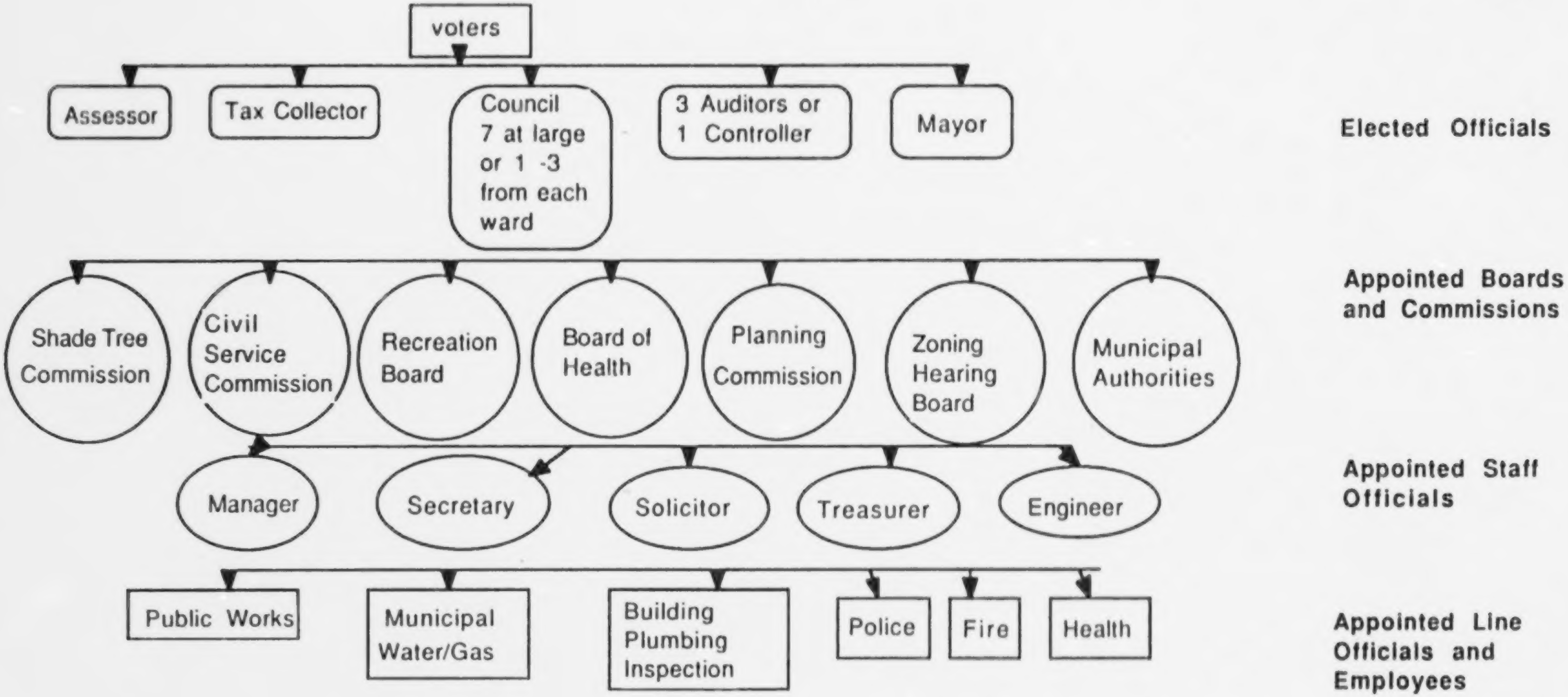
Cities of the Third Class - - Council Manager Form


Voters
Mayor
Councillors 5 - 7 - 9
Controller
Treasurer
Elected Officials
Mayor Public Affairs
Director Accounts & Finance
Director Public Safety
Director Streets & Public Improve.
Director Parks and Public Property
Appointed Boards and Commissions
Solicitor
City Clerk
Engineer
Appointed Staff Officials
Police
Streets & Roads
Building Inspector
Fire
Health
Appointed Line Officials and Employees
Fire Police

Cities of the Third Class---The Mayor-Council Form


Voters
Assessor
5 Councillors
Controller
Treasurer
Elected Officials
Mayor Public Affairs
Director Accounts & Finance
Director Public Safety
Director Streets & Public Improve.
Director Parks and Public Property
Appointed Boards and Commissions
Solicitor
City Clerk
Engineer
Appointed Staff Officials
Building Inspector
Streets & Roads
Police
Fire
Health
Appointed Line Officials and Employees
Fire Police

Cities of the Third Class---The Commission Form


voters
Assessor
Tax Collector
Council 7 at large or 1 -3 from each ward
3 Auditors or 1 Controller
Mayor
Elected Officials
Shade Tree Commission
Civil Service Commission
Recreation Board
Board of Health
Planning Commission
Zoning Hearing Board
Municipal Authorities
Appointed Boards and Commissions
Manager
Secretary
Solicitor
Treasurer
Engineer
Appointed Staff Officials
Public Works
Municipal Water/Gas
Building Plumbing Inspection
Police
Fire
Health
Appointed Line Officials and Employees

Pennsylvania Boroughs

## Township Government

There are two types of townships in Pennsylvania based on population size. :

### First Class Township

Has a population of 300 persons per square mile and is located in the larger urban areas. The First Class Township is divided into wards of at least 300 registered voters. There is a maximum of 15 wards permitted in the First Class Township. Five Township Commissioners serve for a term of 4 years. Currently there are 91 First Class Townships in Pennsylvania. In order to become a First class Township a referendum election is held. The voters in the township must vote to decide whether to become a First Class Township. Not all townships who would qualify to become a First Class Township have voted to do so.

### Second Class Township

Second Class townships are governed by 3 township supervisors elected at large. Two additional supervisors may be elected if approved by the voters in a referendum election. Township supervisors serve a six-year term in office. Other elected township offices are 3 auditors, a tax collector and the assessor. Additional boards and commissions are appointed by the township supervisors. Township supervisors may appoint a township manager to handle the day-to-day business of the township. Second class townships form the majority of the townships in Pennsylvania. In small rural areas, fewer boards and commissions are formed and the primary duty of the supervisors is road maintenance.

Township government is responsible for the health and safety of its residents. The township officials have a responsibility to enforce state regulations at the township level. An example is the enforcement of the percolation test for new septic system installations. The percolation test checks the fitness of the drainage of the soil. The law regulating this test is a state law, however, the township officials are responsible for the enforcement. Townships have traditionally with the maintenance of roads and public safety. Today, townships are in control of building regulations; land uses through zoning and subdivision ordinances; and the provision of fire and police departments.

## Structure of Township Government.

The organizational charts in the governmental structure handouts show two examples of the structure of the Second Class Townships in Pennsylvania. Townships of the First Class can have the same organization with the exception there are 5 Township Commissioners instead of 3 Township Supervisors. Handout shows the structure of a smaller rural township and includes fewer offices. The handout shows a larger number of offices found in the larger Second Class Townships.

### Elected Offices

Township supervisors set policy for the township, enact and enforce ordinances and resolutions, adopt budgets, approve expenditures, hire new employees and levy taxes. They oversee the day-to-day operations of the township.

Auditors conduct an annual audit of the township finances. The auditor looks at the township records to check on the accuracy.

Tax Collector collects school and township real estate taxes and in some cases county real estate taxes. Tax collectors collect special township tax assessments such as an entertainment tax levied against a local amusement park.

Township assessors work under the direction of the county assessor. They are not usually involved in the assessment (or determination of value of the property and buildings for tax purposes) of the real estate but are usually working on assessment of occupations and preparation of the per capita (per person) tax roll. Township assessors are elected only in counties having a population of less than 225,000 people.

## Appointed Officers

The office of Township secretary/treasurer may be combined in some townships. Term of office is usually one year and can be extended from year to year. The secretary is responsible for keeping township records, giving official notices, and clerical tasks such as gathering, filing and maintaining various kinds of information and records. The Township treasurer is responsible for the financial records and expenditures of the township.

The Solicitor is the attorney for the township and advises the township officials regarding legal matters.

The Engineer prepares plans for construction, maintenance of township roads, bridges, and other property.

A Township manager may be appointed to handle the daily affairs of the township.

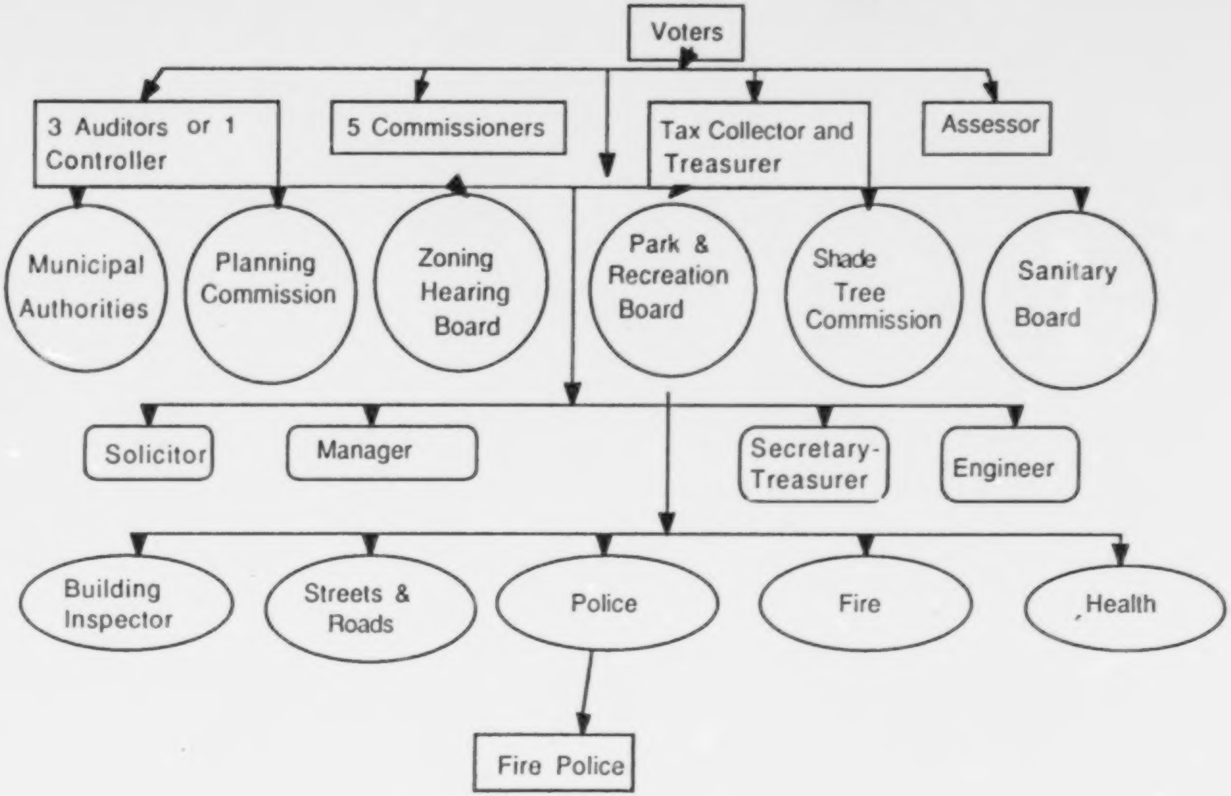
Building inspector, streets and roads, police, fire and health officials can be appointed as necessary in the township.

## Authorities:

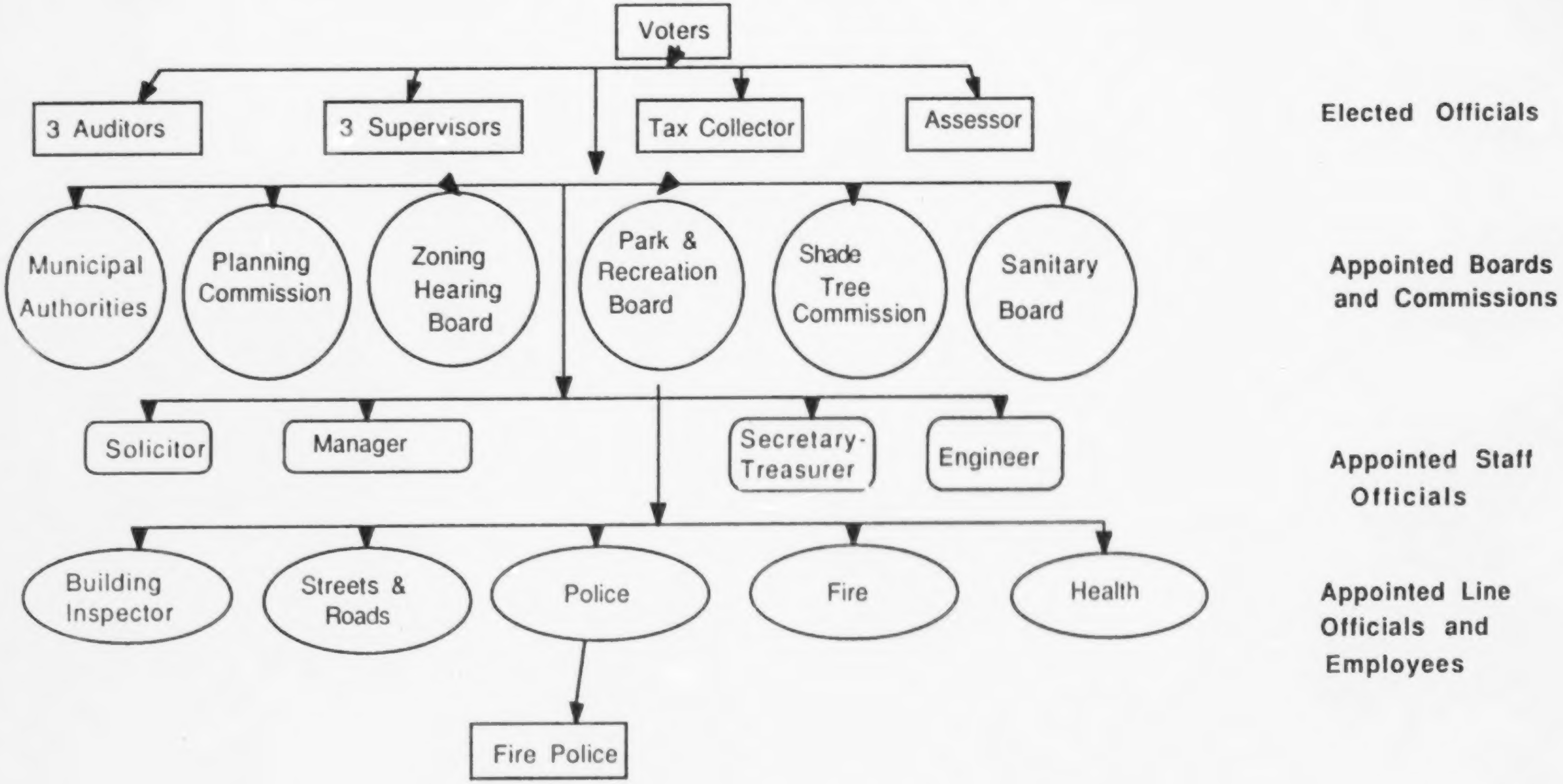
An authority can be created to provide a specific service. This authority can be created by a county, a city, a township or a borough. The authority is a separate unit from the local government that creates it. An authority can be organized by any county, city, town, borough, township or school district. Established by local ordinance, the authority can acquire, construct, improve, maintain and operate projects, borrow money and issue bonds to finance projects. Projects can include solid waste, highways, sewage treatment plants, waterworks, and industrial development. Some examples of authorities on the counties are: Mifflin County Solid Waste Authority, and a Housing Authority. Borough Authorities are: Borough of Lewistown Water Authority, the State College Water Authority. An example of a city authority is the Suburban Lock Haven Water Authority.

## Comparison of County Government to Township Government

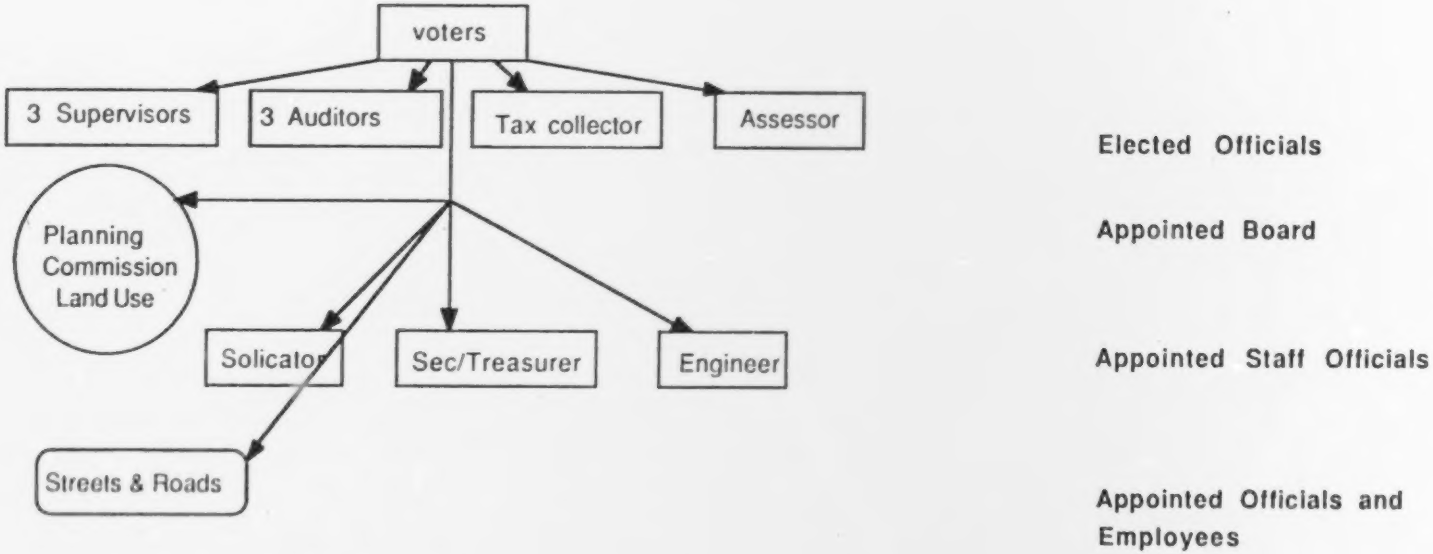
| County | Township |
|---|---|
| 1. Has a "no-executive" form. Commissioners do not administer laws. | 1. Supervisors/Commissions serve a legislative and executive function. They administer laws as well as create them. |
| 2. Many of the offices are court-related: [see organizational chart] | 2. No court-related offices. |
| 3. Term of office is 4 years | 3. Township Commissioners term of office is 4 years, however, township supervisors serve a 6 year term. |
| 4. Are classified by population size. [illegible]ze. When population is changed, classification of county will also change. In the case of reduction in population, two 10-year census must demonstrate the lower population figure before the classification the county is changed to a lower class. | 4. Can be classified by population A First Class township must have a population of 300 residents or more per mile. The residents must vote in a referendum election to of Not all townships who qualify to be First townships vote to do so. change the classification of the township |


Voters
3 Auditors or 1 Controller
5 Commissioners
Tax Collector and Treasurer
Assessor
Municipal Authorities
Planning Commission
Zoning Hearing Board
Park & Recreation Board
Shade Tree Commission
Sanitary Board
Solicitor
Manager
Secretary-Treasurer
Engineer
Building Inspector
Streets & Roads
Police
Fire
Health
Fire Police
Elected Officials
Appointed Boards and Commissions
Appointed Staff Officials
Appointed Line Officials and Employees

Pennsylvania Townships of the First Class


Voters
3 Auditors
3 Supervisors
Tax Collector
Assessor
Elected Officials
Municipal Authorities
Planning Commission
Zoning Hearing Board
Park & Recreation Board
Shade Tree Commission
Sanitary Board
Appointed Boards and Commissions
Solicitor
Manager
Secretary-Treasurer
Engineer
Appointed Staff Officials
Building Inspector
Streets & Roads
Police
Fire
Health
Appointed Line Officials and Employees
Fire Police

Pennsylvania Townships of the Second Class


voters
3 Supervisors
3 Auditors
Tax collector
Assessor
Planning Commission Land Use
Solicator
Sec/Treasurer
Engineer
Streets & Roads
Elected Officials
Appointed Board
Appointed Staff Officials
Appointed Officials and Employees

OFFICES FILLED IN A TYPICAL RURAL TOWNSHIP

# The Court System in Pennsylvania

The court system of Pennsylvania has its roots in England's judicial system. Prior to the State Constitution of 1776, Pennsylvania's judicial system consisted of a collection of courts, some inherited from the Duke of York [1664-1673]; some established by William Penn and some created by the Provincial Assembly. The Constitution of 1776 established in each county a common pleas and orphan's court and began the development of a unified judicial system. Subsequent Pennsylvania constitutions continued the judicial system development by adding courts and defining the terms for the judges. In 1968, the Constitution reorganized the judiciary under a unified system consisting of the Supreme, Superior and Commonwealth Courts, Courts of Common Pleas, Community and Traffic Courts in Philadelphia and Pittsburgh and the District Justices. A constitutional right of appeal in all cases was also established. The 1968 Constitution also set up the qualifications, election, and terms of office for judges, justices and district judges.

## What are the qualifications, term of office for judges?

The judge must be a citizen of Pennsylvania and a resident of the district in which he/she serves as judge. All major court judges within the system are elected to ten-year terms. Lower court judges are elected to a term of six years. Appointments are made to fill vacancies by the Governor and must be confirmed by the Senate. The appointees are required to run for election in the first municipal election that is held more than ten months after his/her appointment. Justices and judges must devote full time to their judicial duties and can not practice law, hold office in a political party or political organization or hold an office or position for profit in the government of the United States, the Commonwealth or any local government. A judge can be suspended, disciplined for violations of the rules prohibiting employment, and/or removed for misconduct in office, neglect of duty, or failure to perform the duties of a judge.

## How is the judicial system set up in Pennsylvania?

The judicial power rests with a unified system consisting of several levels of courts, each with its own jurisdiction and responsibilities. A court's jurisdiction refers to those cases the court is permitted or chooses to hear. There are two forms of jurisdiction: Original jurisdiction-- the first hearing of the case and Appellate jurisdiction--a review of cases heard in a lower court. The Pennsylvania judicial system consists of 5 levels of courts. The highest level state-wide court is the Supreme Court, the next two levels of state-wide courts are the Superior Court and Commonwealth Court. The next two levels of courts are found on the county level: Court of Common Pleas and the District Magistrate Court.

# The Court Structure

## Supreme Court

The highest court is the Supreme Court which was established by the Provincial Assembly's Judiciary Act of May 22, 1722. Thus, this court is the oldest appellate court in the nation and predates the United State Supreme Court by 67 years. The Supreme Court consists of seven justices, one of whom is the Chief Justice. The term of office is ten years. The Supreme Court is the final interpreter of the Constitution of the Commonwealth and has original jurisdiction [first time hearing] in cases of state constitutional questions. The Commonwealth is divided into three Supreme Court districts: Eastern, Middle, and Western. Eight sessions are held each year. The Supreme Court hears appeals from final orders from the lower level Superior and Commonwealth courts in various areas such as:

1) Matters prescribed by general rule
2) The right to public office.
3) Review of qualifications, tenure, or right to serve of judges.
4) Review of death sentences.
5) Statutes and rules held unconstitutional by courts of common pleas
6) Matters where the right to practice law is involved.

The Supreme Court has exclusive jurisdiction of appeals from final orders of the following agencies, among others.

1) Legislative Reapportionment Commission
2) Agency empowered to admit or recommend the admission of person to the bar and practice of law in Pennsylvania.

## Superior Court

The next court is the Superior Court which was created by the General Assembly in 1895 in order to ease the burden of the Supreme Court. The Superior Court is a state-wide appellate court with a separate jurisdiction from other courts. This court reviews all appeals to final orders from the courts of common pleas. This court consists of seven judges, one of whom is President Judge. The term of office is ten years. The Superior Court is divided into three Superior Court districts: Philadelphia, Harrisburg, and Pittsburgh. This court holds seven sessions per year.

The Superior Court has exclusive appellate jurisdiction of all appeals from final orders of the Courts of Common Pleas in those matters not within the jurisdiction of the Supreme Court or the Commonwealth Court.

## Commonwealth Court

The Commonwealth Court came into existence on January 1, 1970 and was created by the Constitution of 1968 to serve as a third state-wide appellate court. This would reduce the workload of the Supreme and Superior Courts and would also provide a court which would hear and try original jurisdiction cases involving action by or for the Commonwealth of Pennsylvania.

This is a state-wide court consisting of nine judges, one of whom is the President Judge. Term of office is ten years. Commonwealth Court has three districts similar to the Supreme and Superior Court. This court handles all appeals from Court of Common Pleas for civil actions or proceedings against the Commonwealth, criminal actions for the violation of any rule, regulation or order of any administrative agency of the Commonwealth and all appeals from local administrative agencies such as The Unemployment Compensation Board of Review, and the Pennsylvania Public Utility Commission

The Commonwealth Court has both original and appellate jurisdiction. The Court has original jurisdiction in:

1) Election Code matters
2) Civil actions against the Commonwealth.

The appellate jurisdiction [review of case heard in a lower court] includes:

1) Direct appeals from final decisions of state administrative agencies.
2) Appeals from Courts of Common Pleas not in jurisdiction of Supreme Court.
3) Criminal actions arising from violations of regulations of state administrative agencies or from violations of regulatory statutes administered by a state agency
4) Interpretation of home rule charters, local ordinances and legislative acts governing local political subdivisions and appeals from local administrative agencies.
5) Eminent domain [taking of land for public use] proceedings.

## Court of Common Pleas

The next level of court is the Court of Common Pleas. Pennsylvania's 67 counties are divided into 59 districts. Eight of the districts consists of two counties and the rest have one county. Courts of Common Pleas have existed in Pennsylvania since the Constitution of 1776. Each of the 59 judicial districts in Pennsylvania has one Court of Common Pleas.

The Court of Common Pleas has various special divisions which include:

1) Trial Division has jurisdiction of matters concerning criminal and civil matters.

2) Orphan's court has jurisdiction of all probate which covers wills and property of deceased persons and trusts.

3) Family court has jurisdiction in adoptions and delayed birth certificates, domestic relations, divorce and annulment and problems involving children under 18 years [juvenile section].

4) Traffic court which is usually found in larger cities such as Phildelphia and Pittsburgh.

This court has exclusive jurisdiction of appeals from:

1) Final orders of the district magistrate court
2) Motor vehicle violations
3) Liquor code violations
4) Matters concerning birth and death records
5) Inheritance and estate tax matters
6) Occupational disease matters
7) Public employee disputes

The Courts of Common Pleas have unlimited original jurisdiction in all cases except for those cases which are limited to the Supreme Court or Superior Court in Pennsylvania. This court receives appeals from final orders of the District Magistrate Court and from certain state and most local government agencies.

**District Justice Court**

The lowest level of the court system is the District Justice Court. This court has jurisdiction of:

1) Civil claims of less than $2,000

2) Actions for fines and penalties such as traffic fines or other offenses by any government agency.

3) Actions in trespass

4) All summary offenses, except when a traffic court may exist.

5) All violations under the Vehicle Code if:
    a) the violation is a first offense
    b) no personal injury resulted from the violation
    c) no property damage resulted from the violation
    d) the defendant pleads guilty.

The Magisterial districts are organized in five classes according to population density:

1) First class district has a population density of more than 5,000 persons per square mile and a population of not less than 65,000 persons.

2) Second class district has a population density of more than 500 persons per square mile and a population of between 22,500 and 65,000 persons.

3) Third class district has a population density of more than 200 persons per square mile and a population of between 12,000 and 22,500 persons.

4) Fourth class district has a population density of more than 70 persons per square mile and a population of between 7,500 and 12,000 persons.

5) Fifth class district has a population density of less than 70 persons per square mile and a population of between 4,000 and 7,500 persons.

**What are the duties of the local court personnel?**
Each court is unique but many of the offices remain the same on all levels. for example, each level of court will have a Prothonotary who will maintain the records of the court. On the local level, the duties of the Court-related elected county officials are as follows:

Judge of the County Courts: presides over the criminal and civil suits in the court sessions.

Clerk of the Courts: the chief clerk and record keeper for the criminal courts. The clerk keeps all papers filed under criminal and civil procedures of the courts.

District Attorney: conducts in court all criminal prosecution in the name of the state and signs all bills of indictment.

Sheriff: delivers and carries out the orders of the court, serving various writs, processes and other documents, assists in impaneling juries.

Register of Wills: has jurisdiction over the probate of wills, collects the state inheritance tax, maintains records on wills, inventory of estates, and financial records of estates.

Prothonotary: a clerk of the Court of Common Pleas, keeps the records of all civil procedures, signs all writs and summons, processes naturalization papers, records divorce proceedings.

Recorder of Deeds: responsible for the preservation of records relating to real property, records all deeds executed, mortgages, subdivision and other records of property ownership, records military discharges, agreements of sale, property options, leases, records plot plans for development, and collects the real estate transfer tax.

Coroner: investigates deaths of a suspicious or violent nature and is empowered to perform autopsies and hold a coroners jury of inquest when called to determine the cause of death.

Clerk of Orphans Court: files all proceeding related to estates of incompetents and adoptions, may be combined with Register of Wills in some smaller counties.

### What happens when someone commits a crime?

The Commonwealth of Pennsylvania has provided for the protection of life and property in the Crimes Code. This collection of laws spells out the actions by individual that are considered criminal and subject to arrest and trial. The two main classes of crimes in Pennsylvania are felonies and misdemeanors. Felony crimes are the most serious. An example of felony crime is murder. There are three classes of felony crime: first degree, second degree and third degree. The first degree is the most serious. There are three degrees of misdemeanor, also in declining order: first degree, second degree, and third degree. The lowest class of crime is a summary offense. An example of a summary offense is a traffic ticket.

Once a crime has been committed, the police are called to investigate. After investigation, the police may have a suspect who is alleged to have committed the crime. The first step is to arrest the person alleged to have committed the crime. The police officer or an individual goes to the district magistrate and files a complaint against the person. The district magistrate issues a warrant or order of arrest against the accused individual. In the case of the lesser crimes of misdemeanor, arrests may be made without the warrant for arrest, especially if the crime was committed in view of a police officer.

**What happens after arrest?**
The accused person is brought before the district magistrate by the police, or he/she may voluntarily appear for the preliminary hearing. The district magistrate's court has the power to hear any summary offense and some misdemeanor offenses. If the evidence presented is determined by the court to justify a trial, the accused is bound over to await action by the grand jury. If insufficient evidence is presented and a trial is not justified, the accused may be discharged. In cases of summary offenses, such as traffic violations, the accused may have a hearing in the district magistrate's court. Appeals of the decision of the district magistrate's court may be made to a higher court, such as the court of common pleas. The accused person may be set free, temporarily, by posting a bond [usually a sum of money] to guarantee that this person will appear for a trial to be held later. If he/she fails to appear, then the bond is forfeited to the court.

**What is the Grand Jury?**
The grand jury is composed of 23 persons chosen from a panel of citizens. The list of available citizens are prepared by the jury commissioners of the county. If the grand jury finds enough evidence against the accused to justify a trial, an indictment [order to stand trial] may be issued. The accused is brought to trial before the court of common pleas. A formal reading [arraignment] of the charges are read in open court. Through his/her counsel [attorney] the accused may challenge the indictment, or plead guilty or not guilty. If he/she pleads guilty, the judge hands down the sentence. If the accused pleads not guilty, the trial will continue.

**What happens at the trial?**
A trial jury is empaneled. This is a body of twelve person chosen by lot from a list of potential jurors prepared by the jury commissioner. This list of potential jurors is compiled from various lists available, such as driver's licenses of residents of the county. The case is prosecuted for the state by the district attorney. The district attorney is elected by the voters of the county. The district attorney for the state, and the counsel for the accused may challenge a certain number of jurors as not being suitable for this particular trial. An example of an unsuitable juror would be the relative of the accused.

Once the jury is selected, the trail begins. Both the state prosecution and accused [defendant] gather the evidence, witnesses and arguments. The procedure for doing this is governed by rules and principles. When both side have completed their presentation, the judge then instructs the jury as to the crucial points in the case and the law involved.

The jury goes to another room and discusses the case under the leadership of its foreman. When the jury arrives at a decision [verdict], the jury will return to the court. The foreman of the jury reads the decision of the jury. If the verdict is guilty, the judge sentences the accused.

A sentence is imposed based on the seriousness of the crime. Felony crimes are the most serious and have the longest prison sentences. A felony crime can carry the death penalty, life imprisonment, or several years in prison depending upon whether the felony is first degree, second degree or third degree. Misdemeanor crimes are less serious and have prison sentences of shorter lengths, from one to five years. Summary offenses may have prison sentences of 90 days or less. If the verdict is not guilty, the accused is acquitted and can never be tried again for the same offense.

**What happens if the person is found guilty?**

The sentence may be suspended [placed on hold for some time] or the person may be given probation [must visit the probation officer on a regular basis] to make sure the convicted person is following the rules set down by the judge at the trial. A judge may set conditions of probation such as finishing high school if the individual has not graduated, or not leaving town without approval of the court. Each judge can set up conditions of probation that he/she thinks will help the convicted individual not commit another crime.

If the convicted person is imprisoned for a long term, he/she is usually sent to a state penitentiary. If the term of imprisonment is for a few months to 2 years, he/she may go to the county jail. A prisoner might be paroled after serving part of his/her sentence and then will visit a state parole officer. He/she may be pardoned or his/her sentence may be changed [commuted] the Governor upon the recommendation of the Pardon Board of the Commonwealth. A commuted sentence is one which has been shortened because of good conduct or certain extenuating circumstances [such as a life threatening disease]. A pardon is an unconditional release. When the prisoner has served his/her sentence, he/she is released from custody.

# Paying Taxes

Taxes are a major source of income for local governments. Counties, cities, boroughs, townships, and school districts levy taxes on real estate and individuals. The real estate tax which is based on the assessment value of land and buildings produces the largest amount of income for local governments. The *Local Tax Enabling Act* : *Act 511 of 1965* , permits all local governments except counties, to raise additional revenues from taxes on earned income, mercantile transactions, real estate transfers, amusement, mechanical devices and persons.

## What are real estate taxes?

Real estate is assessed in order to place a value of the property and any buildings contained on the property. County assessment laws call for determination of market value of the property--what a person would pay to purchase a similar property. This value is determined by comparing the recent sale prices of similar real estate. For example, a brick house that contained 1200 square feet of living area, with two bath rooms and three bedrooms and a two car garage on a half acre lot in Smithfield Township might have been sold for $50,000. This price then, is the market value of other houses that contain the same amount of space, are made of brick, with a garage, on a half acre lot located in Smithfield Township. Usually the appraiser will look at the property in order to compare it with others

The valuation on the property is given to the chief assessor of the county who adds it to the assessment rolls and submits it to the board of assessment appeals. The assessment roll must show the following information for each local government: the name and address of each person subject to be taxed, the value of his or her occupation taken from a list of occupation values, the name and last known address of the last known owner of each parcel and tract of real estate, the value of the land and the value of improvements shown separately. Improvements could be buildings, a swimming pool, or other items added to the property. For tax purposes, the assessment is then calculated at 75% or less of the total market value. The state average is 24.7 percent of market value. This new figure is then used to determine the taxes. The tax bill will be expressed in terms of dollars and cents for each $100 of assessed valuation.

**Can the assessment amount be changed?**
The Board of Assessments Appeals reviews the assessment roll and may make changes to the property assessment so that similar properties are valued the same. Local governments and tax payers who believe that their properties are incorrectly assessed may file an appeal with the Board of Assessments Appeals.

**Do all property owners pay real estate taxes?**
Property may be exempt from real estate taxes if it meets the provisions of the Constitution of Pennsylvania and state law. Some of the property includes: churches, nonprofit cemeteries, institutions of learning, property used for charity and benevolence such as homeless shelters, public property used for public purposes, libraries, museums of art. Other property that is exempt from real estate taxes is that owned and occupied by blind, paraplegic or amputee veterans. The Senior Citizens Rebate and Assistance Act provides for rebates on local property taxes or that portion of the rent that represents the tenant's share of the property taxes. Rebates are granted to senior citizens, widows, widowers and permanently disabled persons with income of less than $15,000.

**What are occupation ,taxes?**
Occupations are assessed by the county assessor's office. The assessments are determined according to the type of profession or occupation. Each profession or occupation is given an arbitrary value. For tax purposes, the assessment is calculated in a similar manner as the real estate taxes.

There is also an occupation privilege tax which is a flat rate of $10 per employed individual age 18 and over.

**What is the difference between the occupation tax and the income tax?**
The income tax is calculated on the amount of income the individual earns per year. Income tax is paid to federal government, state government and local governments. Income tax is usually withheld from the employees' wages by the employers and sent directly to the appropriate level of government.

Occupation taxes are not withheld from the employees' wages. An exception is the occupation privilege tax of $10 which is withheld from wages.
Occupation taxes are determined by the county assessment office which assigns an arbitrary value to each occupation.

**What is a per capita tax?**
Per capita comes from Latin and means per head. The per capita tax is therefore, a tax per person. Each person would pay the same rate regardless of income, age, or residence. Some local governments may exclude individuals whose total yearly income is less than $5,000.

**What are user fees?**
A user fee is an amount charged for receipt of a service. Some local governments have public garbage collection and recycling. The cost of the service is paid by the persons who have their garbage collected by the particular local government. In this example, the garbage collection fees are user fees.

**What taxes would an individual pay?**
Taxes can be divided into four different levels:

1. State Taxes: income tax and sales taxes.

2. County Taxes: real estate taxes, user fee taxes, half of occupation privilege taxes, occupation taxes, and per capita tax.es.

3. Local municipality taxes: half of occupation privilege taxes, local income tax and part of real estate taxes, occupation taxes, per capita taxes.

4. School District taxes: real estate taxes, occupation taxes, and per capita taxes, school residence taxes.

Individuals are responsible for paying taxes to the various levels of government. Some of these taxes are collected together and then each level of government gets its share from the tax collector. For example, real estate taxes are collected by the townships, however, part of the tax is sent to the county by the tax collector. Taxes such as income taxes and occupation privilege taxes are withheld from the wages of employees and turned over to the appropriate government level. Sales taxes are automatically collected at the time of purchase by the vendor.

**What happens if the tax is not paid?**
Delinquent real estate/property taxes may be collected by the sale of the property or the holding of rents if the property is rented by the property owner. In the case of other taxes, such as per capita or occupation taxes, an attachment of wages may be made. In this case, the employer must withhold a specific amount from the employees wages.

# Voting, What's it all about?

Every citizen 18 years of age is eligible to vote if he/she has been a citizen of the United States at least one month, lived in the state and election district at least one month immediately preceding the election. The Constitution of the United States and the Constitution of the Commonwealth of Pennsylvania contain provisions which regulate the election process.

The Constitution of Pennsylvania sets the election days for general and municipal elections. General elections are held every two years in even-numbered years on the Tuesday after the first Monday in November. Municipal elections are held on that same day only in odd-numbered years. The primary elections are held on the third Tuesday in May, except if it is a presidential election year when the day is switched to the fourth Tuesday in April.

A voter in Pennsylvania may cast his/her ballot for the following offices:

President
Vice-President
2 Senators
1 Representative

NATIONAL LEVEL

Governor
Lieutenant governor
Auditor general
State treasurer
Attorney general
1 State senator
1 State representative
Judges of State Supreme, Superior and Commonwealth Courts

STATE LEVEL

The county has the largest number of elected offices. Many of these offices are court-related. See the handout on County Government which lists the various county elected offices. The City, Borough and Township governments also have various elected officials. The handouts on third-class cities, boroughs, first and second class townships list the various elected officials.

School districts, there are five, seven or nine directors elected. Philadelphia and Pittsburgh mayor and court appoint the school directors, however.

In election districts, the judge of election and two inspectors of election are elected.

## How do candidates work with political parties?

Political parties must use primary elections to nominate their candidates for elective office. Members of a political party also vote for state and local party committee persons. In presidential years, political parties also vote for delegates and alternatives to the national convention. The main function of political parties is to nominate candidates for elective office and help in the campaign for their election. Only members of a political party may vote in the primary. Voters who list themselves as "independent, or not belonging to a political party" can not vote in the primary since voting in the primary is limited to members of political parties only.

According to Pennsylvania law, a political party can be state-wide or county-wide. Political parties are recognized on the basis of the percentage of the votes cast for their candidates in the last election. To meet the legal requirement, a political party must meet certain requirements. To be recognized on the county level, the political party must have one of its candidates poll at least 5 percent of the largest vote cast for any candidate in the preceding election. To be recognized on the state level, the political party must have one of its candidates poll at least 2 percent of the largest vote cast for any candidate in each of 10 counties. When the political party is legally recognized by the Secretary of the Commonwealth, then the political party may use the primary election to nominate candidates.

Political parties who can not meet the legal requirements to use the primary may nominate candidates using nomination papers instead of election at the primary. The nomination papers must specify the name of the political party and the names and addresses of 3 to 5 persons who will fill vacancies in office. Candidates for local offices must have the number of signatures equal to 2 percent of the largest entire vote cast for any elected official, (except a judge of a court), at the last preceding election held in the same district. Signers must be registered voters in the the district. The nomination papers are filed with the county board of elections.

## What is an election district?

Election districts are created by the court of common pleas. Each borough and township that is not divided into wards is an election district. Each ward of any city, borough or township is an election district unless the court has changed the size. There is only one polling place in an election district. A change of polling place or district may be made upon the petition of 20 registered voters in the district. Polling places may be located outside the district if there is not public place available in the district.

## How do you register to vote?

All voters, (except members of the Armed Forces and bedridden or hospitalized veterans who may be unavoidably absent from their residence) must be registered. The voter is sworn in, and required to give her/his name, address, occupation, and say whether she/he is able to read or has a physical disability that would make it impossible to vote without assistance. Blindness is an example of such a physical disability. If the voter wants to become a member of a political party, she/he must request this at this time. The original registration card becomes part of the district register and is kept in the office of the county registration commission. The registration cards are delivered to the election district boards before each primary and each election.

## What happens if you move?

If the voter has not voted for 2 years preceding the election, he/she must reinstate the voter registration. If the voter moves to another election district, a change of address card must be filed at the voter registration office. The judge of the court of common pleas in each county maintains reinstatement system of registration in continuous session at the court house during primary election. This court will hear the petition of any qualified voter who has been removed from the district register for reasons beyond the voters control, such as a newly-returning member of the Armed Forces who wishes to vote.

## What happens on Election Day?

The polls are open at 7 AM and close at 8 PM. All persons standing in line at the time the polls close must be permitted to vote. The voter enters the polling place, gives her/his name to the election officer who will check the district register. When the voter's name is found in the district register, she/he signs a voter's certificate which is handed to the election official who compares the signature on the voter's certificate to the signature on the registration card. If the signatures match, the voter is either given a paper ballot, or enters the voting booth enclosure to cast a ballot.

Voters who can not be present because of illness, or travel on the day of election can apply for an absentee ballot at the county board of elections prior to election day. At the end of election day, the voting machines are locked and the operating mechanism is sealed. Paper ballot boxes are opened. Votes are counted and the election officers certify that the number of persons who voted with the number of votes cast are the same or that they can account for the difference if any. The ballot boxes are sealed, and covered placed on the election machines and locked. The election officers prepare two copies of the general returns list which includes the total number of votes cast for each candidate at that polling place. One copy of the general returns list is posted outside the polling place and the second list is returned to the county board of elections in the courthouse. These are unofficial returns at this time.

### How are the voting returns checked?

The county board of elections arranges for a Return Board to check the voting returns. The Return Board consists of the judge of court of common pleas, prothonotary, sheriff, county treasurer, clerk of orphan's court, Clerk of oyer and terminer and quarter sessions court, register of wills and recorder of deeds. This board calculates the votes before the third day following the primary or general election. A candidate can petition a recount if he/she suspects there may be a mistake in the count. If no petition is received, the returns are certified and certificates of election are issued to the successful candidates for the county and local election candidates. State candidates receive the certificate of election from the Secretary of the Commonwealth.

### What is the Electoral College?

The Federal Constitution in Article II: Section 1. provides:

> *Each state shall appoint in such a manner as the legislature may direct a number of electors equal to the whole number of Senators and Representatives to which the state may be entitles in Congress; but no Senator or Representative or person holding an office of trust or profit under the United States, shall be appointed an Elector.*

The President and Vice President of the United State are not elected directly by the people, but are elected by the Presidential Electors. In Pennsylvania, the Election Code provides that the names of the candidates for Presidential Elector shall not be printed on the ballot, but the names of the candidates and their political parties will appear on the ballot in pairs. These ballots marked for the candidates will be counted as votes for the Presidential Elector. The persons elected to the office of Presidential Elector at the General Election will meet and cast their votes for the President and Vice President at noon on the first Monday after the second Wednesday in December.

### How does a candidate gets his/her name on the primary ballot?

A nomination petition may be obtained at the county board of elections. This petition requests that the person wants to have her/his name placed on the ballot in the primary election for a specific political party. The prospective candidate must be a have a certain number of registered voters of the same specific political party sign the petition. Different political offices require different amounts of signers on the petition. For example: the office of Representative of the General Assembly of the Commonwealth of Pennsylvania requires petitions to be signed by at least 100 members of the specific political party in that legislative district. A prospective township supervisor would need to have her/his petition signed by a number of registered voters of her/his political party who live in that township. After the candidate nomination petition has been signed, it is returned to the county board of elections with a filing fee. Filing fees vary from $35 for Judge of a cout to $2 for district magistrate, borough, first class townships, and school districts. There is no filing fee for townships of second class nor for any office where a salary is not provided by law.

Can a candidate's name appear on the ballot for two political parties?

The candidate nomination petition is actually a request by the prospective candidate to be nominated for an office representing a specific political party. In cases where the prospective candidate wishes to be listed on the primary ballot in more than one political party, then a petition from each party is needed. This is called "cross-filing." When cross-filing, the petition from political party A must contain only the signatures and addresses of registered members from the A party who live in the election district where the candidate is seeking election. The petition from political party B must contain only signatures and addresses of registered members of from the B party who live in the election district where the candidate is seeking election. Signers of petitions are permitted to sign only 1 petition for each vacant office. For example, if there are two township supervisors, then a registered voter can sign 2 petitions.

How can a political party help a candidate seeking an elected office?

A potential candidate may seek the endorsment of her/his political party when circulating the petitions. Endorsement by a specific political party means that the political party will help in the campaign by arranging speaking engagements, fund raising events and other ways of publicizing the candidate. When the petition has been filed, and payment of the filing fees made to the board of elections, the name of the candidate can be listed as a candidate of a specific political party on the ballot for the primary. The prospective candidate must form a committee who begins the campaign for election. This committee can accept money on behalf of the candidate and must keep clear detailed records on the receipts and expenditures of the political campaign. Placement of names on the ballot is completed by drawing lots to see whose name appears first, whose is second and etc.

After the primary, the persons receiving the highest number of votes in each political party will be listed on the ballot in the general election in November. The successful candidate from the primary will then continue his/her campaign for election in the general election. The winning candidate in the November general election will take office in January of the next year.

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338 Commerce Drive
Fairfield, CT 06430 800-232-2224

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Focus Media
Computer CenterLine
1500 Broad St.
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Tom Snyder Productions
90 Sherman St.
Cambridge, MA 02140 800-342-0236

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Weiser Educational, Inc.
30085 Comerclo
Rancho Santa Margarita, CA 92688 714-858-4920 [call collect]

Books

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Steck-Vaughn
P.O. Box 26015
Austin, Texas 78755

Basic Skills Module 12

# Laws & Legal Issues

## Laws

Laws are a set of rules or guidelines within which various persons and corporations operate. The law is intended to achieve fairness and harmony among the various sections of society. Laws are categorized into approximately eight classifications:

Common Law: based on ancient usages and customs, and decrees of courts.

Legislative Law: enacted by federal, state, or local governments which sets up general rules of conduct in order to achieve harmony.

Case Law: created by the courts as a result of decisions made between individuals and others.

Civil Law: protects private rights and prevents or provides for compensation to balance private wrongs.

Criminal Law: protects public rights and prevents or provides for compensation to balance public wrongs.

Substantive Law: creates, defines, and regulates rights.

Procedural Law: the methods and rules of the legal process.

Constitutional Law: the highest law of a state or the United States in which the basic individual rights are defined and to which all other law must conform.

**What are the two chief categories of laws?**

There are two categories of laws that an individual may encounter at some point. The first is the criminal law. Criminal law deals with actions by individuals that are considered harmful to individuals and/or property. Criminal law also specifies the punishment for persons found to be violating the law. The second category of law that an individual may encounter is the civil law. Civil law pertains to the rights and duties of persons. Civil law settles arguments between persons. In Civil law, a person is not found guilty, but rather is compelled to pay a sum of money, called damages, to the other party.

## Criminal Law

### How are crimes classified in Pennsylvania?

In Pennsylvania, there are three levels of criminal laws: felony, misdemeanor, and summary. The most serious crimes are felonies. A felony crime is punishable by more than 1 year in a state prison. Examples of felony crimes are: murder, robbery and assault. A misdemeanor has a lesser punishment than a felony crime. Examples of misdemeanors are: shoplifting, burglary, and fraud. The lowest class of crime in Pennsylvania is the summary offense. An example of a summary crime is a traffic offense such as going through a red light.

### What happens when a crime is committed?

When a crime is committed, the police may be informed by the victim, or a witness. The police may investigate the report of the crime. If the police are satisfied that they have located the alleged offender, a complaint is made by a police officer to a district justice. A private individual may also file a complaint with the district justice. The district justice will review the evidence of the crime and issue a warrant or order of arrest against the alleged offender.

If the identify of the individual who committed the crime is not known, the issuing of the warrant for arrest must be delayed until there is reasonable evidence that a specific individual may be guilty of committing the offense. Arrests may be made without a warrant if the crime was committed in view of a police officer or the police officer has evidence that the individual has committed the offense.

### How is a person who is accused of committing a crime brought to trial?

When a person is alleged to have committed a criminal act and is arrested, the individual is brought before a district justice for a preliminary hearing. The district justice court is given the power to handle any summary offenses and some misdemeanors. In cases of more serious misdemeanors or felony crimes, the district justice court will hear evidence against the accused and if the evidence is sufficient to justify a trial, the accused individual is bound over to await action by the district attorney and trial in a higher court. If the evidence is not adequate to justify a trial, the individual may be discharged by the district justice. When the individual is bound over for trial, he/she may be allowed freedom until the time of trial either without bail or by giving bail which is a guarantee that he/she will appear in court for trial at the proper time.

**What happens at the criminal law trial?**
The accused individual is brought to trial before the court of common pleas. A formal reading of the charges is read in open court. This is the arraignment. Through his/her counsel, the accused individual may challenge the indictment or charge that he/she has committed the crime. The accused individual may also plead guilty or not guilty to the charge. If the individual pleads guilty, the judge will hand down the sentence.

If the individual pleads not guilty, the case will continue. A trial jury is impaneled. This is a body of twelve persons chosen from a list of prospective jurors selected from the community by the jury commissioners. The case is prosecuted for the state by the district attorney who is elected by the voters of the county. The state and the accused individual through his/her counsel will question the prospective jurors to make sure that they do not have any bias against the accused individual. When the jury is selected, the trial will begin and both sides will present evidence, witnesses and arguments. The procedure for the trial is regulated by rules and principles. When both sides, the prosecutor and the defendant have given their presentations, the judge will instruct the jury about the critical points in the case and explain the law involved. The jury then retires to another room to deliberate or discuss the case and decide on the verdict. The verdict is the decision of the jury as to whether the accused individual is guilty or innocent of the charges brought against him/her. When the jury arrives at the verdict, the foreman of the jury reads the verdict in open court. If the verdict is guilty, the judge will then impose a sentence upon the accused individual. He/she is then a convicted offender. If the verdict is not guilty, the accused individual is acquitted and can never be tried again for the same offense.

# Civil Law

**What are the two chief kinds of Civil Law?**
There are two categories of Civil Law that the individual may encounter. The first kind is Tort Law which covers a private wrong or injury resulting from a breach of a legal duty. This type of law is used by injured parties seeking to be compensated by the wrongdoer.Injuries can be to a person or to property. The second kind is Contract Law which covers agreements between two or more persons. Contracts are involved when an apartment is rented, charge accounts are opened, and when a man and woman have agreed to the contract of marriage.

**What happens when someone is accused of breaking a civil law?**
If the argument between two or more people can not be settled, it may be necessary to have the court make a decision. One person, the plaintiff, will file a suit against the other party, the defendant. The complaint will state what part of the agreement the plaintiff feels was violated. A summons to appear in court is then handed to the other person or persons in the agreement. These persons are called the defendants.

**What happens at the civil law trial?**
The summons that was handed to the defendants is an order to appear in court. A jury is impaneled and a trial takes place. The lawyers present the arguments, witnesses and evidence. The procedure for the trial is regulated by rules and principles. When both sides, the prosecutor and the defendant have given their presentations, the judge will instruct the jury about the critical points in the case and explain the law involved. The jury then retires to another room to deliberate or discuss the case and decide on the verdict. The verdict is the decision of the jury A verdict is reached by the jury and is presented to the judge. If the verdict finds the defendants at fault, a money award for damages may be made against the defendant.

# Land Use Laws

**How is the use of land regulated by local government?**
Land use is regulated by subdivision, land use, and zoning ordinances developed by the township and county land use planners.

**What is a subdivision, land use ordinance?**
This ordinance or law is developed by the township or county and serves to regulate how land is used. The subdivision ordinance covers the dividing of a plot of land into two or more pieces. A housing developer or industrial developer may purchase a large piece of land and then want to build houses or industrial buildings on the land and sell them to individual families or to individual businesses. The dividing of the land is called subdividing. When a developer plans to subdivide a plot of land, plans for the subdivision must be sent to the township planning commission who will then forward the plans on to the county.

The local planning commission will check the plan to see if it meets the regulations of the subdivision ordinance and zoning ordinance. The subdivision ordinance may cover sizes of the buildings, including height, distance from the street, width of the street, number of buildings per square foot of property and whether the intended use is residential, commercial or industrial. If public waste disposal is not available and the owner plans to use a septic system, a percolation test must be conducted on the land. This test measures the ability of the soil to absorb water which determines whether the land is suitable for a septic system. Based on the results of this "perc" test, an on-lot septic system can be designed for the lot.

**What is zoning?**
Zoning is a method used by a township or county to regulate how land is used. The Pennsylvania Municipalities Planning Code permits the local government to divide the community's land into districts which are called zones. The local government is also permitted to regulate the type and intensity of development within these districts. Usually there are residential zones, commercial, and industrial zones. In a rural area, there also may be agricultural zones. The ordinance provisions may permit, prohibit, regulate, restrict and determine land uses for the community.

**What do the zoning regulations include?**

The zoning regulations include provisions to permit, prohibit, regulate, restrict and determine size. Included are:

- * Uses of land, watercourses and other bodies of water
- * Size, height, bulk, location, erection, construction, repair, maintenance, alteration, removal and use of structures.
- * Areas and dimensions of land and water upon which structures will be built.
- * Areas and dimensions of land and water that shall remain open and unoccupied by structures.
- * Density of population and use.

**What is the purpose of zoning?**

The purpose of zoning can be divided into several categories:

1) To promote and protect the public health, safety, and by preventing overcrowding of buildings, parking areas, water and sewage, and community protection organizations such as the police department and fire department. Sizes of buildings and the number of persons permitted to occupy them.Lot and yard size, and open spaces may also be regulated.
2) To prevent dangerous construction practices for buildings, roads, water and sewerage and allow removal of buildings considered unsafe for use.
3) To permit community development in an organized and practical manner. An example of practical community development would be to have residential development occurring in a separate area from industrial or commercial development.
4) To preserve prime agricultural farm land and historical buildings and natural areas such as wetlands, and forests.

**Who enforces the land use laws?**

Land use laws are enforced on the township level by the township planning commission and on the county level by the county planning commission. the planning commissions may disapprove subdivisions and building plans if the plans do not meet the ordinances. Landowners can appeal the decisions of the planning commission to a zoning hearing board if the problem is related to zoning.

# Legal Issues

## Divorce and Custody

**What is a legal separation?**
Technically, there is no such thing in Pennsylvania as a "legal separation." If you are "separated" you and your spouse maintain different residences.

**Can I prevent my spouse from entering our home?**
If the apartment was leased in both names, he/she has a right to be on the property unless a court decides otherwise. If you lock out your spouse, he/she may be able to obtain entry by having the police assist in the entry especially if any property still located in the apartment or house belongs to him/her.

**Who owns the household furnishings?**
Household items, such as furniture, and appliances usually are not considered the property of one person. The law treats all such property as being jointly owned and used for the benefit of both persons regardless of who actually paid for the items.

**What are the grounds for divorce in Pennsylvania?**
Pennsylvania has no-fault grounds and fault grounds for divorce. In the no-fault grounds, the couple may decide that the marriage is broken with no chance for reconciliation and agree to divorce. There are some requirements for length of separation of the couple. Contact an attorney for the latest information about no-fault divorce requirements. The fault grounds for divorce require that one person will have committed misconduct such as adultery, bigamy, desertion, or has been convicted of a crime for which he/she will spend more than two years in prison. Other grounds for divorce may also exist. An attorney should be contacted for further information about grounds for divorce in Pennsylvania.

**What is the difference between divorce and annulment?**
An annulment cancels an invalid contract of marriage. Marriage is a contract. If either individual was unable to enter the contract because of being underage, being intoxicated, or being offered a bribe of some sort to complete the contract, then the contract can be considered null and void. An annulment "erases" the marriage as though it never existed, since it legally never did exist. A divorce is the severing of a legal contract of marriage using the court to ensure fair treatment of the parties involved.

**Who is entitled to custody of the children?**
Parents may decide custody arrangements among themselves. If, however, they are unable to arrive at a solution then, the court may decide the best custodial arrangement. The court takes into consideration the best interest and welfare of the children. Usually one parent has primary custody and the other parent may have temporary partial custody during certain times. Special preference to the mother of young children is declining in favor of the best arrangement for the children.

**Who is responsible for the support of the children?**
Both parents are responsible to support their children. The obligation of support exists even if the parents are not married. The amount of support to be paid by one parent to the other is decided by considering the earning capacities of the parents, income levels, needs of the children, needs and amount of assets owned by each parent.

When a child reaches the age of 18, the parents may not be required to support that child. However, if the child has some physical, mental or emotional disability and is unable to support him/herself, then the parents are responsible for support beyond age 18.

**If visitation rights are denied, must child support still be paid?**
The order for support is a legal obligation to pay child support. Failure to pay the required child support will result in legal action being taken by the court to require that the payments shall be made. This action may include sentencing the offender to a period of time in jail. Visitation and partial custody rights are separate. A parent can request that the court enforce the visitation and partial custody rights. However, withholding child support to force a parent to allow visitation rights will result in serious problems for the support paying parent.

**How is child support obtained?**
A complaint for support is filed in the domestic relations section of the court. A conference will be held by a hearing officer and both parties will be required to given information about income and assets and to prove the financial needs. The hearing officer will submit a recommendation of amount of support based on either an agreement by the parents or by the hearing officer alone if no agreement is reached. The court will enter an order of support taking into consideration that recommendation.

## Housing and Eviction

**What are my rights as a tenant?**
Under Pennsylvania law, you have the right to live in a rental home that is safe, sanitary and liveable. This means that your landlord must keep it that way throughout your rental period by making repairs as necessary.

**What repairs must the landlord make?**
The landlord must make repairs as necessary to keep the home in a safe, sanitary, and liveable condition. Examples are: repair of a badly leaking roof, broken furnace, or plumbing that does not work. The landlord is not required to make "cosmetic" repairs such as changing the color of the paint, or replacing carpet.

**What is the process of eviction?**
The landlord has three reasons for evicting a tenant: term of lease has ended, non-payment of rent and damage to the property or other violation of the lease. The landlord must give notice of eviction in writing giving the reason for the eviction, and date by which the tenant must move. The length of notice depends upon the length of the lease. A lease of less than one year requires a 30 day notice. A lease of more than one year requires a 3 month notice. If the intended eviction is for non-payment of rent between the months of April 1 to September 1 only a 15 day notice is required.

At the end of the notice period, the landlord may file a landlord/tenant complaint with the District Magistrate. The District Magistrate may issue a judgement in favor of the landlord or the tenant depending upon which party may have violated the lease agreement in the opinion of the court. If the tenant has not paid the rent, then the tenant may be at fault. If the landlord has not responded to a request for repair, for example a leaking roof, and the tenant's furniture is damaged, the landlord may be at fault.

There is a 30 day appeal period after the judgement is issued. At the end of the 30 days, if the tenant is at fault, the landlord may request a Writ of Possession which give the tenant a 15 day notice to move. If the tenant does not move at the end of the 15 days, the sheriff may break and enter and remove the tenant. If the landlord is at fault, the court may order that the tenant receive payment for damages.

**What is a security deposit?**
The landlord may require a sum of money on deposit incase of damages. This money is considered a security deposit. The amount of security deposit may not be more than two months rent. The security deposit is to be used for damages to the property and not for rent payment.

The tenant must give notice to the landlord when moving and give the forwarding address. The landlord must either return the security deposit or give an itemized damage list of deductions for damages within 30 days. If the landlord does not respond within 30 days, the tenant may sue for the security deposit. If the tenant does not give a forwarding address, the landlord may keep the security deposit.

**Can a tenant make repairs and deduct the cost from the rent?**
The tenant must notify the landlord in writing about the problem. The problem must be considered necessary to make the home safe and liveable. For example, replacing a broken window, exterminating mice or bugs. The repairs can not be putting in wall-to-wall carpeting or repainting.

The landlord must receive the written notice of a problem such as the heating system does not work, or the roof may be leaking, and should be given a chance to make the repairs. If after a "reasonable time" the tenant still does not have the problem repaired. then, the landlord should be told that unless repairs are made by a certain date, the tenant will have the repairs made and the cost subtracted from the rent. The tenant must get 2 written estimates from qualified repairpersons who should not be relatives of the tenant. The repair should be reasonably priced and should not cost more than the rent. A signed receipt from the repair-person should be given to the landlord with the next rent check and the amount of the repair deducted from the rent.

# Sexual Harassment

## What is sexual harassment?

In November 1980, the Federal Equal Employment Opportunity Commission defined sexual harassment as a form of sex discrimination in employment. The definition: "Sexual harassment is any sexual attention that is unwanted or is not freely or mutually agreeable to both parties. It may includes leering, pinching, patting, verbal comments, subtle pressure for sexual activity, repeated propositions for dates, sexually suggestive objects or pictures, sexual jokes, unwanted body contact, attempted rape and rape.

Harassers almost always act alone and may harass several different people at the same time. Women are embarrassed or humiliated that they are the target of this behavior and may go to great lengths to conceal it from family and friends. The sexual harasser may be a teacher, a supervisor, an employer, a client, a customer or a friend.

Sexual harassment is a form of violence against women that men may use as a means to maintain power over them. It occurs in our society due to traditional cultural beliefs that view women as sexual beings, men's property, and exploiting women as though the women want to be controlled and overpowered. Advertisers portray females as vulnerable and as sexual objects to sell products such as cars and beer.

## What can be done if I feel I am being sexually harassed?

Direct action should be taken to stop sexual harassment when it is occurring. The situation is very likely to get worse if the woman does not take action. If the woman does nothing as allows it to continue, the man is likely to think that she accepts this behavior. The woman should talk with someone in charge, a supervisor, the school administration, or a person designated by the employer to handle this problem. Use the following guidelines:

1) Do not laugh at the harassing behavior.
2) Give the harasser a firm "no" at the first sign of sexual harassment. Write a letter or tell the person that this behavior is unacceptable.
3) Avoid being alone with the harasser.
4) Make it known in front of other people that this type of behavior is offensive and unacceptable.
5) Write down as carefully as possible exactly what happened, where, and when and who may have witnessed it. This is very important.
6) Talk with others to see if they have been harassed. Group complaints are viewed as being more important than a single complaint.
7) Ask witness to verify the experience and talk to friends and relatives for emotional support.

## Employment Rights

**What employment laws protect workers?**

The Fair Labor Standards Act enacted in 1938 established a minimum wage and a forty hour work week. The purpose of this law was to prevent the employers from requiring long working days, extremely low wages, and the employment of children. Employees who work for companies that conduce business across state lines, are not considered management or connected to management must be paid at least the current minimum wage for working a 40 hour week. Any hours that the employee may work that exceeds 40 hours should be considered overtime work. Employers may require that employees work overtime as a part of the job, however, the employee must receive one and one half time their regular hourly rate for hours worked in excess of 40 hours.

Employment of children below a certain age is prohibited depending upon the nature of the job. Hazardous occupations such as coal mining can not employ children under the age of 18.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in the payment of wages to employees. Males and females must be paid the same wages for equal work, where the job duties involve equal skill, effort, and responsibility and work is performed under similar working conditions.

Title VII of the Civil Rights Act of 1963 outlaws racial discrimination of employees in private companies, state and local government, and educational institutions.

Americans with Disabilities Act requires that an employer not discriminate against an otherwise qualified handicapped individual in employment. The employer is required to reasonably accommodate known handicaps of employees or applicants.

A person is considered handicapped if:

- a) there is, or thought to be, a physical or mental impairment which substantially limits one or more major life activities.
- b) he/she has a contagious or infection disease as listed in the act.
- c) he/she has a history of addiction to alcohol or illegal drugs, except that current usage of drugs is not covered as a handicap.

# Public Benefits

**What are public benefits?**
Assistance given to individuals and families to aid in meeting basic living expenses. There are three categories of public benefits:

A. Cash assistance:

1) Aid to Families with Dependant Children [AFDC]
Federal money to help households with children where there is only one parent , an incapacitated or impaired parent, an unemployed parent who is the principle wage earner.

2) General Assistance [GA]
State money to help individuals and couples without children.

3) Supplemental Security Income [SSI]
Federal money with a small state supplement, to help individuals who are unable to work due to physical and/or mental impairments.

4) Social Security Disability [SSD or Title II]
Federal program to help individuals and/or families who are unable to work due to physical and/or mental impairments and who have a work history. The benefit rates in this program are dependant on work history.

B. Medical assistance:
State and federal money to help meet the medical needs of low-income people.

C. Food Stamps:
Federally funded, state operated program to help meet the nutritional needs of low-income people.

**What is Social Security?**
Social Security is a federal government insurance program under which an individual is paid monthly benefits when earnings stop or are reduced because a worker retires, or becomes disabled. If a worker dies, the benefits will be paid to a spouse or to children who are under the age of 18. Payments are deducted from the paychecks of the worker. The worker must qualify by working for a certain amount of time before benefits can be received. Contact the Social Security Office for further information.

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*You and The Law* by Caleb E. Crowell
Educational Design Inc. EDI 372
47 West 13 Street
New York, N.Y. 10011

## Computer Software

*You and the Law* Reading Level 6-8 $189.95

Includes:

- *Our Legal System*
- *Introduction of Criminal Law*
- *Civil Law*
- *Introduction to Contracts Law*
- *Consumer Law*
- *Cars and the Law*
- *Housing Law*
- *Law and the Family*

Available MS DOS
Macintosh
Apple IIe

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Software:

| | |
|---|---|
| Supreme Court Decision<br>$49.95 | Apple/IBM |
| American Government V<br>$34.95 | Apple/Macintosh/IBM |
| Criminal Procedure<br>$34.95 | Apple/Macintosh/IBM |
| Our Legal System<br>$34.95 | Apple/IBM |

Intellectual Software
Queue, Inc.
338 Commerce Drive
Fairfield, CT 06430 800-232-2224

"And If Re-Elected" Apple II only $89.00
Focus Media
Computer CenterLine
1500 Broad St.
Greensburg, PA 15601 800-852-5802

"Our Town Meeting" Macintosh, IBM $99.95
Tom Snyder Productions
90 Sherman St.
Cambridge, MA 02140 800-342-0236

"Becoming A Voter" Apple II, IBM $49.95
"Elections and Voting" Apple II, IBM $49.95
Weiser Educational, Inc.
30085 Comerclo
Rancho Santa Margarita, CA 92688 714-858-4920 [call collect]

Books

"American Government" 800-531-5015 $5.40
Steck-Vaughn
P.O. Box 26015
Austin, Texas 78755

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A computer software program in combination with print materials to let student estimate their own need, analyze their aid eligibility at the colleges in which they are interested and identify the government, private, and college aid for which they may qualify. Reports students financial analysis and potential funding from 4 sources.
Apple IIe and IBM MS-DOS compatible.

Contact: Peterson's Incorporated $195.00
202 Carnegie Center
Princeton, N.J. 08543 1-800-338-3282 or 609-243-9111

SAFIRE™

Helps students locate scholarships. Students enter their data into the computer, which then matches the entries from the database and displays the results on the screen or printer. The database contains information on over 600 foundations giving over 10,000 awards for post-secondary studies from vocational education to advanced degrees in all fields.
IBM MS-DOS only.

Contact: Richard F. Roszko $499.95
921 Panaroma Drive #3B
Palatine, IL 60067 217-351-8433

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Association of American Colleges
1818 R. Street N.W.
Washington D.C. 20009 202-387-3760

One half of the book consists of general tips for cutting school expenses such as different ways to attend school, getting credit for prior experiences, brushing up on skills. The next section lists approximately 80 scholarships and grants available to women students, including older women, minority women, women considering non-traditional careers, and others at all level of postsecondary education. A resource section provides brief descriptions for 55 books and pamphlets that might also be helpful in locating money for college. Slightly more than 100 publications and programs are covered and include men as well as women.

*Directory of Financial Aids for Women*. By Gail Ann Schlacter. Los Angeles: Reference Service Press, 1978- Biennial. (Directories of Financial Aid for Special Needs Groups). 84-24582. ISSN 0732-5215 $37.50.

Reference Service Press
3540 Wilshire Boulevard, Suite 310
Los Angles, CA 90010 213-251-3743.

An extensive and regularly updated list of scholarships, fellowships, loans, grants, internships, and awards/prizes designed primarily or exclusively for women. The directory is divided into four separate sections: a descriptive list of more than 1,100 national and international financial aid programs set aside for women, a list of state sources of educational benefits, an annotated bibliography of over 150 directories listing general financial aid programs, and a set of indexes that provide by program title, sponsoring organization, geographic coverage, deadline date, and subject. Published by Reverence Service Press.

*Paying for Your Education: A Guide for Adult Learners*. 2d. ed. New York: College Entrance Examination Board (dist. by Scribner's), 1983. 160p. 82-73562. ISBN 0-87447-152-4. $7.95. Paperback.

Scribner's
888 Seventh Avenue
New York, N.Y. 10106. 212-713-8000.

This guide is written for adult learners, particularly unemployed students and women returning to college who are in need of financial assistance. Presented in the volume is information on how to locate possible sources of aid, organize a campaign to obtain finances, compare aid awards offered by various colleges, and reduce the time and cost required to complete a degree. One section of the source addresses the seven most frequently posed questions about financial assistance.

*Educational Financial Aids: A Guide to Selecting Fellowships, Scholarships, and Internships in Higher Education*. Washington, D.C. American Association of University Women, 1984. 35p. $5. Paperback.

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D.C. 20037 202-785-7700.

An updated pamphlet that divides financial aid offerings according to educational level: undergraduate, graduate, postdoctoral, and internships/traineeships. It has been expanded to include information also about loans and additional financial aid directories. The entries are designed to supply information on program title, purpose, requirements for selection, stipends, application procedure, and sponsoring organization's address. Many of the programs covered are open equally to men and women.

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*Directory of Financial Aids for Women*. By Gail Ann Schlacter. Los Angeles: Reference Service Press, 1978-. Biennial. (Directories of Financial Aid for Special Needs Groups). 84-24582. ISSN 0732-5215 $37.50.

Reference Service Press
3540 Wilshire Boulevard, Suite 310
Los Angles, CA 90010 213-251-3743.

An extensive and regularly updated list of scholarships, fellowships, loans, grants, internships, and awards/prizes designed primarily or exclusively for women. The directory is divided into four separate sections: a descriptive list of more than 1,100 national and international financial aid programs set aside for women, a list of state sources of educational benefits, an annotated bibliography of over 150 directories listing general financial aid programs, and a set of indexes that provide by program title, sponsoring organization, geographic coverage, deadline date, and subject. Published by Reverence Service Press.

*Paying for Your Education: A Guide for Adult Learners*. 2d. ed. New York: College Entrance Examination Board (dist. by Scribner's), 1983. 160p. 82-73562. ISBN 0-87447-152-4. $7.95. Paperback.

Scribner's
888 Seventh Avenue
New York, N.Y. 10106. 212-713-8000.

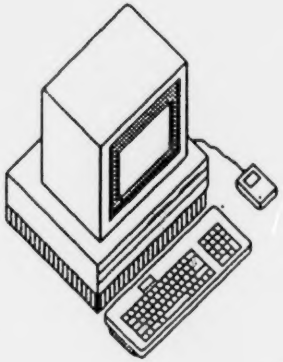
This guide is written for adult learners, particularly unemployed students and women returning to college who are in need of financial assistance. Presented in the volume is information on how to locate possible sources of aid, organize a campaign to obtain finances, compare aid awards offered by various colleges, and reduce the time and cost required to complete a degree. One section of the source addresses the seven most frequently posed questions about financial assistance.

*Educational Financial Aids: A Guide to Selecting Fellowships, Scholarships, and Internships in Higher Education*. Washington, D.C. American Association of University Women, 1984. 35p. $5. Paperback.

American Association of University Women
2401 Virginia Avenue, N.W.
Washington, D.C. 20037 202-785-7700.

An updated pamphlet that divides financial aid offerings according to educational level: undergraduate, graduate, postdoctoral, and internships/traineeships. It has been expanded to include information also about loans and additional financial aid directories. The entries are designed to supply information on program title, purpose, requirements for selection, stipends, application procedure, and sponsoring organization's address. Many of the programs covered are open equally to men and women.

# Computer Assisted Everyday Basic Skills Project



# Computer-Assisted Program Lesson Plans

Developed by Dr. Barbara A. Woodruff, Computer Specialist/Instructor
Carol Molek, Adult Education Director
TIU Adult Education and Job Training Center

1993

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## Subject Area Computer Literacy

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding the components of a microcomputer. | Student will name each part of the computer and briefly state what is the function of each component. | Student Manual<br>"Computer Literacy" (Educational Design, Inc.) #384 | 1. Have entire class participate as a group. Ask if anyone has experience using a computer? If possible, use these individuals to demonstrate how to do certain functions in later classes. Begin with "Welcome to the world of computers." Discuss how computers are found in many places doing many jobs for us. Discuss the different places students would find computers. For example: card catalogs at libraries, banks, stores and business offices. |
| | | | 2. Discuss how computers are tools used by people to do certain tasks such as keeping track of large numbers of people, doing complicated calculations etc. Stress that one brand of computer is not necessarily better than another, any more than only one brand of car is better. Various brands of computers have different features and therefore different capabilities and these features are the reason for selecting one brand of computer rather than another brand. Stress that computers do not think by themselves, but rather they operate according to instructions written in a program. |
| | | What is a computer? Mainframes, minis, micros Parts of a computer system computer keyboard computer's video display disks and disk drives printers hardware and software. | 3. Use "What is a computer." Discuss various types of computers, and vocabulary of computers. Stress the vocabulary and the name of components so that the students may discuss any future problems using the correct terminology. Use the appropriate diagram (Apple/Macintosh or IBM PS/1) for your computers. Point out on a computer the various parts of a microcomputer system using the correct terms. Quiz students on the names of the parts by pointing to a component and asking "What is this called, what does it do?" |
| | | "Inside a computer; the mighty chip; ROM, RAM and CPU; Bits and Bytes; Computers in Business Computers and Educaton spreadsheeting and process control other computer uses computers in the home careers in computers. | 4. Use materials as indicated to describe the computer for further understanding of computers, if desired. Questions at end of units are optinal.<br>5. Use pages 50-51 (included) to discuss use of computers in schools, business. If using with an office/clerical program, use pages 52-67 to discuss data processing, other computer uses in the office and the future for computer based occupations. |

## Subject Area:Computer Literacy

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 2. Understanding specialized vocabulary of computers. | Student will define correctly 10 of the 15 starred words in the technical vocabulary. | Technical Glossary handout.<br>"Using Computers." | 1. Use Technical Glossary as a dictionary for students. Discuss and define the 15 starred words. Select other words (see dashed words as suggestions) and discuss definitions if desired. Use the handout "Using Computers" as a basis for class discussion - basic definitions are given in this handout and will permit a better understanding of the computer vocabulary. |
| | | | 2. Discuss "using a software program." This is what we will be doing-using commercially prepared software programs. We will be using D-Educational Software and E.-Recreational Software. A and B categories are usually found in offices. C.-reference software is the card catalog at some public libraries. |
| 3. Understanding care of floppy disks. | Student will discuss how to protect the floppy disks. | "About Software." | 1. Display a 5 1/4" floppy disk (if used by your computer system) and a 3 1/2" hard plastic disk. If possible, use an old disk and open the protective cover to display the flexible, coated mylar. Display both sizes if used at your location. Demonstrate correct storage of disks in a protective box. Demonstrate inserting disk into computer disk drive. STRESS THAT SOFTWARE MUST BE INSERTED INTO DISK DRIVE BEFORE TURNING ON COMPUTER!<br>*Use comparison of turning on a record player, dropping needle onto turntable and then shoving record under needle. Damage to disk will result if computer is turned on before disk is inserted. Discuss that computer begins to search for instructions on disk when the computer is started and inserting a disk during this search could cause damaged disks. Discuss care of floppy disks. |
| | | "Fromatting and Backing-up-MS-DOS disks. | 2. Display illustrations of 5 1/4" disks and labels and 3 1/2" disks and labels. Discuss parts of the disk that is used in your computer system. If using the 3 1/2" disk, display how the metal cover protects the mylar disk. |
| | | "Pro DOS" | 3. Demonstrate how to fromat a disk on your system. For MS-DOS system use handout on formatting MS-DOS disks. For the AppleII and Apple GS disks use Pro-DOS handout. For Macintosh programs-insert disk into drive and follow instructions on screen. |
| | | | 4. Demonstrate how to start hard disk system on your computer system. |
| | | | 5. Have students work independently on the software for the modules. If the software permits, small groups can be used. However, the computer component is designed as independent study. |

## Subject Area: Learning How To Learn

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Setting goals. | Student will set down two goals: 1 short term and 1 long term | Handout: #1: "Types of Goals" | 1. Use "Perfect Day" exercise to introduce long and short term goals. Have students write a future perfect day to begin five years from now. Write in story format, beginning when you get up in the morning and continuing all day until bedtime.<br>Include: 1. What will you be doing (at home, at work).<br>2. Where will you be living.<br>3. What will your work responsibilities be.<br>4. The things you will have (training and education?]<br>2. Have the students evaluate their "Perfect Day" using the following questions:<br>Do the ideas include:<br>1. Your own desires of what you want to do.<br>2. Where you want to live.<br>3. What your work responsibilities will be.<br>4. The things you will have (training or education?)<br>3. Are the ideas really able to be achieved by you?<br>4. Have the students readjust any "Perfect Day" exercise to meet these criteria (#1 and #2). |
| 2. Setting objectives. | Student will understand that objectives are a step by step guide to a goal. | Handouts #2: "Action Steps in Goal Setting"<br>#3: "Planning Action Steps in Goal Setting"<br>#5: "From General to Specific " | Define: 4 types of goals. Use Handout #1 "Types of Goals"<br>LONG TERM; MEDIUM RANGE; SHORT RANGE; MINI GOALS.<br>1. Use Handout # 5 "From General to Specific."<br>2. Have the students place title: "5 Years From Now" on top of paper.<br>Use: One part of the "Perfect Day" exercise: "--what will your work responsibilities be."<br>List: What education or training you will need to accomplish this goal.<br>How long will the education or training take to complete?<br>Discuss: How much time will be needed to complete certain tasks as necessary in planning.<br>3. Have students break down the training required to accomplish job goals into years or months as needed. Think about what will I need to do each year to achieve my goal of training?"<br>Discuss: The number of courses or classes to take and when the courses are to be taken.<br>This is an example of a medium range goal.<br>4. Have student look at the first year and decide what needs to be done each month to achieve the planned results for one year. Be aware of how long it will take to realistically complete certain classes. For example: typing classes may take 10 weeks to complete. |

## Subject Area: Learning How To Learn

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 2. Setting objectives. (continued) | Student will understand that objectives are a step by step guide to a goal. | Handouts #2: "Action Steps in Goal Setting."<br>#3: "Planning Action Steps in Goal Setting." | 4. Use Handout #2 "Action Steps in Goal Setting" and #3 "Planning Action Steps in Goal Setting" to help focus on specific skills required to achieve a certain goal.<br>List these skills and discuss: How do you plan to acquire these skills? |
| 3. Using goal setting objectives to set up learning plan. | Student will set up an individual learning plan for one month or other reasonable amount of time. | Handout #4: "Rock Race"<br>Optional: Handout #4A: "Obituary Exercise" | 1. Take one course (for example: typing} and have student set up a schedule to follow over the semester. Show how each section can be further divided into smaller segments of one week and then each week can be further divided into daily segments. For example: I know that this week I must read a chapter and write answers to questions, how much total time do I need to do this work? I may need 2 hours to read and 2 hours to write the answers to the questions. This means that I need 4 hours to complete this work. How many days do I have to complete this task? I have 5 days before the deadline.<br>Use the following format:<br>Goal = Complete the week's assignment in 5 days.<br>Time = 4 hours.<br>Days I have time to work on homework = 4 days.<br>Days divided by hours equals 1 hour per day.<br>Have students fill out Handout #4: "Rock Race." |
|  |  | Handout #5:<br>"From General to Specific"<br>Optional: Handout #5A:<br>"Plan of Action" | 1. Learning how to learn requires that goals be set.<br>Use: the list of objectives from Handout #4: Rock Race" in setting up small steps to achieve goal.<br>Objectives should be set in a time frame in order to keep track of progress.<br>Discuss: Goals require different amounts of time to complete.<br>Student must select the type of goal format: long; medium; short; or mini goal that is appropriate for the length of time needed.<br>Barriers may prevent completion of goals. There are two types of barriers:<br>a) those capable of being overcome.<br>b) those not capable of being overcome.<br>Examples: an overcomeable barrier is not having a car.<br>This barrier can be over come by a) riding with someone.<br>b) taking the van.<br>c) buying a car. |

## Subject Area: Information Gathering - About You

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Learning who I am. | Student will identify strengths and weaknesses. | Handout #6: "Who am I." | 1. Have student fill out Handout #6 "Who am I." Discuss: The more we know about ourselves, the better decisions we can make. Encourage students to talk about likes and dislikes as it relates to the questionnaire. |
| 2.Knowing your problem solving style. | Student will assess his/her own problem-solving style. | Handout #7: "Problem Solving Style." | 2. Discuss: Individuals attempt to solve problems in different ways. There are 3 approaches people use to solve problems:<br>A. Open-ended: attempt to see all possible solutions. Also called brain storming.<br>B. Reflective: seek the best possible answer through examination and evaluation of a number of possible alternatives.<br>C. Focused: find answers quickly. (Usually best in situations where decisions must be reached quickly.)<br>Reflective problem solving style is recommended for most people in most situations. This approach requires the gathering all available information, sifting through it for alternative solutions then selecting the best solution based on advantages and disadvantages of each. |
| 3. Examining your perceptions. | Student will understand that each person can look at some problem and arrive at different solutions | Educational Media Corp.: "Examine Your Perceptions" | 1. Use "Examine Your Perceptions" Educational Media Corp. materials. Have each student tell what solution they use for the problems. Use answer sheet to discuss additional alternatives for each problem.<br>Stress that there is no one perfect answer, but rather many ways of looking at and solving problems. Therefore, never doubt your solution to situations if you have a differing opinion. |
| 4. Developing a creative attitude. | Student will create 1 or 2 rebus figures | Educational Media Corp.: "Developing A Creative Attitude"<br>"Rhyming Couplets" | 1.Have students try and solve the various rebus figures to see what message is being communicated. Purpose is to help develop an open and creative attitude in students. Communication can be very effective when used in a creative manner. Creating a different way of communicating the same old message can make the difference between getting the message across or being ignored. This is a fun activity to enhance creativity.<br>2. Ask: Did you enjoy creating new rebus words? If so, perhaps you might want to consider other ways of developing your creativity.<br>3. Use "Rhyming Couplets" for additional activity. |
| 5. Creating study aids using sentences made from letters of words. | Student will use 2 words to create sentences for memory aids | Handout #8: "C.R.E.A.T.E." | 1. Have students create various sentences using the letters of a word. Example: CANE: "Children Are Nice Everyday." " Call Anne Next Evening." or "Catch A New Elf." Discuss: Use of memory aids to help in studying.<br>2. Choose several words from class lessons and have the students suggest sentences to use in remembering these words. |

## Subject Area: Finding Your Learning Style

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Determining which learning style is appropriate. | Student will know four basic learning styles and understand which style is his/hers. | MCE/Lawrence Productions software: "Look, Listen & Touch"<br>Handout #9: "How Do You Learn?" | 1. Take test on computer or use the enclosed test to determine students' learning style.<br>Define: meaning of terms by demonstrating the meaning of the following:<br>Visual - show pictures or written material. Do not talk while showing pictures.<br>Auditory - use cassette tapes or items that make a noise. Do not use pictures.<br>Kinesthetic - pass a bag of items around for the students to touch and identify without looking.<br>Multi-sensory - display items such a wool sweater, tell the students about the color, or style, and then pass the item around the class so students can feel the texture. |
| 2. Recognizing characteristics of different learning styles in others. | Student will define four learning styles and give examples. | | 1. Divide class according to student's strongest learning style. Have visual group write a short paper in reaction to to a class assignment. Instruct the auditory group to present an oral report. Allow the kinesthetic group to make a shadow box, a model, or a map of a class assignment. |
| 3. Using knowledge of learning styles of others to adjust communications with them. | Student will discuss the learning style of a selected individual and prepare a short message using the learning style of the person. | | 1. Pair up two or more students who have dissimilar learning styles. Have them discuss between themselves who has which learning style. Then, have them select a person from the class and prepare a 2-3 minute message to this person in the selected person's learning style. This could include: a written message, a verbal message; or a skit. This activity could be done in small group situations, or as a larger class project. |

**Subject Area: Study Skills** * Use after section on Learning Style

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Knowing individual study habits. | Student will define 4 of 7 characteristics of studying and identify his/her weaknesses in these characteristics. | Educational Media Corp. computer software: "Study Skills."<br>Handout #10: "How do you study?" | 1. Use Handout #10: "How do you study." Use handout as a guide to discuss 7 different characteristics of studying: (allow 1 class period per topic or less as needed.]<br>Time Usage: How is time spent? What is the usual amount of time spent studying? The amount of time needed to study depends upon the subject being studied. Math may require more time. Familiar, interesting subjects require less studying time.<br>Goals: Student should set goals to accomplish in each study period, for example: read one chapter, or finish finish the new vocabulary for that chapter. Time should be spent efficiently, with no distractions.<br>Note Taking: Students with visual learning style can use paper and pencil. Students with auditory learning learning style may need to use tape recorder and read lesson aloud to record for review. Discuss the student's learning style and how this could affect note-taking.<br>Examination preparation: Careful reading of area to be included on exams is important. Practice writing essay questions ahead of time. Outline the major points that might be covered.<br>Reading: Reading for understanding, includes looking up definitions of unfamiliar words, marking words, and marking major points in text. Student should select a well-lighted, comfortable chair with no distractions. Practice remembering what is read by using short paragraphs and recalling the subject of the paragraph.<br>Organization: Prepare papers or homework on time. Plan ahead when major project is due. Budgeting of study time is necessary. Review notes before class time, especially in an unfamiliar subject.<br>2. Discussion of study characteristics in class:<br>Persistence: Ask: What does persistence mean? Encourage comments such as: "Keep at the task despite problems; seek help as needed; stay up-to-date on lessons; keep regular study times."<br>Concentration: Keep mind on the subject at hand and keep distractions to minimum. Be well-rested when studying. Do not study while hungry or when rushed for time. Discuss reasons why. |
| 2. Attitude toward study | Student will define what their attitude is towards studying | Conover Co. software: Workplace Literacy "Study Skills" | 1. Have students use computer to assess their attitude towards school work. Discuss:" Why they are attending classes?" Discuss: " Why they need to study?" Ask: "What they could do to improve weaknesses in attitude?" |

## Subject Area: Study Skills (continued)

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Learning how you think. | Student will define his/her thinking style. | Handout #11: "How do I think?" | 1. Discuss: convergent thinking: focused on the here and now.<br>divergent thinking: focused on there and then.<br>Give examples: convergent = contents of the current newspapers.<br>: divergent = history book about the Civil War.<br>Define: Creative thinking - many ideas logically examined for their use.<br>Pragmatic thinking - too few ideas to logically examine for use.<br>Conservative thinking - limited number of ideas and unwillingness to use available ideas.<br>Fantasizing - produces ideas but lacks focus to put best to use.<br>Discuss: How a combination of these ways of thinking could help in thinking. Combining different types of thinking can be useful in problem solving. Demonstrate how to combine different ways of thinking. |

## Subject Area: Building Memory Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Determining individual short term memory using the pre test on the software program. | Student will answer 90% of the test correctly. | MCE/Lawrence software:<br>"Building Memory Skills"<br>Segment A : Problem Solving | 1. Concentrate on deficient areas shown in the software test.<br>Have students discuss how they would use the suggestions given in the software to improve their memory skills. |
| 2. Improving memory acronyms. | Student will explain meaning of each letter in AIOP and how it relates to memory. | MCE/Lawrence software:<br>"Building Memory Skills"<br>Segment B: "Acronyms." | 1. Present the acronym AIOP and define the meaning as follows:<br>A = Attention paid to information being given<br>I = Interested in the subject.<br>O = Organize the information.<br>P = Practice memory skills. |
| 3. Finding key words. | Student will remember an entire sentence on presentation of key word | MCE/Lawrence software:<br>"Building Memory Skills."<br>Segment C: "Work Keys" | 1. Discuss: the use of organization to help remember certain numbers. Use the example of the organization of telephone numbers to remember 10 numbers. [3 digits = area code; 3 digits = local exchange; 4 digits = individual telephone] This is the principle of association. We are accustomed to seeing the telephone numbers in these individual groupings. |
| 4. Practicing discovery method for information acquisition. | Student will remember facts about a subject of interest. | MCE/Lawrence software:<br>"Building Memory Skills."<br>Segment D: "Quests" | 1. Discuss: the principle of discovery as a memory aid. Use a career area or subject of interest to the student. Demonstrate how the student will remember many details in subject areas of interest. Use the example of sports minded persons who will remember statistics about their favorite sports teams. |
| 5. Remembering technical vocabulary and complex relationships. | Student will use visual, auditory and olfactory senses to write a humorous story. | MCE/Lawrence software:<br>"Building Memory Skills"<br>Segment E.<br>Handout #11: "My Morning" | 1. Have students think about what they did that morning to get ready to come to class. Ask them to write down or verbally give a step-by-step description. Prepare a humorous description of how your day day began. Give an example of the type of step-by-step description. Prepare a description or use Handout #11 "My Morning" as example. |
| 6. Use principle of organization as a tool to draw mind maps in order to form associations between information. | Student will recall 80% of information using a mind map. | MCE/Lawrence software:<br>"Building Memory Skills<br>Segment F. | 1. Have students draw a mind map from a chapter they need to read and study for class.<br>OR: Have students place a list of the Presidents of the United States in the order in which they served by trying to remember what events occurred during his term of office. This can be done as a class exercise. Use an almanac or other list of presidents and historical events as a guide. |

## Subject Area: Test Taking

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding concept of how to prepare for a test. | Student will list 3 things to do in preparation for a test. | MCE/Lawrence software: "Test-Taking Made Easy"<br>Sunburst Co. software: "Test Takers Edge" | 1. Discuss with class:<br>A. What do you think about just before a test-taking session?<br>B. Why should the subject of the test should be studied or reviewed before the test.<br>C. Why is the time to take the test always fixed. For example: 1/2 hour or 1 hour for everyone and the test starts at a certain hour, such as 9:00 a.m. |
| 2. Reading directions. | Student will know 3 things necessary before taking the test. | Teacher prepared materials: Samples of test directions from various tests. | 1. Practice reading test directions on sample tests. Point out the following information:<br>A. What kind of test is it? (true/false; fill in blanks; short answer; essay.)<br>B. Where should the student's name be written?<br>C. What should you use a pencil or a pen to write the answers?<br>D. Where are the answers to be written?<br>E. How much time is allowed to complete the test? |
| 3. Looking for "clue" words in true/false questions. | Student will list several "clue" words which are often used in true/false tests. | Samples of true/false tests. | 1. Discuss: The importance of looking for "clue" words. Practice circling the clue words on the test samples. Show various ways of marking answers to true and false questions. For example: circle word; place a T or F in space indicated; or writing true or false in space indicated. |
| 4. Answering multiple choice questions. | Student will define "all of above" and "none of the above" as used in multiple choice tests. | Samples of multiple choice tests. | 1. Discuss: Answering multiple choice questions. Select the best answer by eliminating the incorrect answers using careful reading. Practice selecting the best answer as a group and discuss why one answer is the best choice. Give examples of "all of the above; and "none of the above" as choices. |
| 5. Answering fill in the blank questions. | Student will demonstrate appropriate answers to the fill in the blank questions using subject-verb agreement. | Samples of fill in blank tests. | 1. Discuss: Carefully reading and thinking about what is being asked in the question.<br>2. Demonstrate subject-verb agreement and rereading of the question after the answer blank has been filled in.<br>3. Use practice tests to reinforce learning how to answer various types of test questions. |

## Subject Area: Following Directions

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Following one-step directions. | Student will give examples of one-step directions. | MCE/Lawrence software: "Following Directions" | 1. Discuss: One-step directions have 3 forms as follows:<br>A) Tell you something.<br>B) Tell you not to do something.<br>C) Warn you.<br>Use examples of road signs or other signs around the building. |
| 2. Following multiple-step directions and understanding numerical sequence. | Student will correctly assemble a project by following multiple-step directions. | Orgami project paper: sufficient amount for each student.<br>Directions for paper folding project to be read aloud by instructor. | 1. Discuss the 6 rules for multiple-step directions:<br>1. Read directions.<br>2. Analyze each step.<br>3. Gather materials.<br>4. Ask questions.<br>5. Do the steps in correct order.<br>6. Check your work.<br>2. Use a simple craft kit to analyze how step-by-step directions are necessary. Orgami projects are ideal. |
| 3. Understanding the concept of first, middle, and last. | Student will correctly fill out forms requesting various sequencing of information. | Various forms should be selected for various information in first,middle, and last, sequencing. | 1. Have students fill out forms using different sequencing of name or other information such as: telephone numbers, and birth dates. Discuss reasons why various sequencing may be required.<br>Examples are: Last name first may be required by a filing procedure that alphabetizes by the last names.<br>Zip Code first is required because records are kept numerically by zip code for mailing purposes.<br>Year of birth first, then all in numbers for month and date: Files are ordered by age and only numbers are recognizeable by the computer program. |
| 4. Using visual and written examples to demonstrate directions. | Student will give written and oral directions to a location. | MCE/Lawrence software: "Following Directions" | 1. Have students draw a map to their home or other location.<br>2. Have students give directions verbally to complete a project or to operate a computer program.<br>Discuss how the person giving the directions must imagine how long it will take to complete the step and wait enough time for the first step to be completed in order to prevent confusion. Speaking clearly is important. |

Module Two Basic Skills Math

Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Reading, writing numbers as dollars and cents. | Student will read, write numbers and write numbers as dollars and cents. | Computer software: "Workplace Math"(by occupation) Workplace Literacy, Conover Co. "How to handle a checking account." Learning Seed Co.<br>Contemporary Books: "Math Skills that Work" Book One, page 8. | 1. Ask how many students in class have a checking account?<br>2. Ask how do you write a check? Have a student verbally give directions on how to fill in the blanks on a check while the class follows the directions. Do one or two practice checks using large numbers such as $1,927, or amounts less than one dollar. Amounts less than $1 are written "only twenty three cents" and "only 23/100" in numerals. |
| 2. Comparing numbers. | Student will file 5 folders in numerical order. | Page 10, 11, 12-15. | 1. Page 10 and 11 of the Contemporary Books series are to be used as practice pages. Have students pretend they are working in an office.<br>2. Use pages 12-13 to practice filing in numerical order.<br>3. Have students pretend they are working for United Parcel Service and they must find certain addresses to deliver packages. Use pages 14 and 15 for simulation. |
| 3. Rounding off numbers. | Student will round off numbers to nearest ten, hundred and thousand. | Page 20-22.<br>Additional practice: Page 49. (optional) | 1. Explain that rounding off numbers can be used in estimating. Demonstrate the technique of rounding up to nearest ten, nearest hundred, and nearest thousand. Demonstrate the same categories in rounding down. Have students practice using page 22.<br>2. Have students pretend they are shopping at the supermarket. If students are seated in rows, have students in row 1 take items 1 to 4 and ask them to estimate how much money they would need at the checkout count if they bought 2, 3, or all 4 items. Say: "You bought the shave cream and coffee cup, estimate how much money would you need?" Then change the items to: ground beef and scissors and continue as before. Have the students in row 2 (or some other means of selection) use items 5 to 8. Tell the students they are shopping for Christmas presents (or wedding presents, or other occasion). Estimate the amount of money needed to buy 3 or more items.<br>3. Page 49 can be used for additional practice on estimating. This is an optional exercise. |
| 4. Reading tables. | Student will find information using a table. | Contemporary Books: "Math Skills that Work" Book One. Page 42. | 1. Have students read top of page 42, nutritional information for selected fast foods. Have students pretend they are on a diet and need to reduce calories. Use the practice questions on page 42 and find the lowest calories, highest calories, the most protein, and the food with the most fat. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Reading tables. | Student will find information using a table. | Nutritional charts, panty hose packages showing size charts, or mail order catalogues.<br>Additional practice: Contemporary Books: "Math Skills that Work" page 43. | 2. Develop own set of questions for other nutritional charts. Additional practice use page 43.<br>3. Have students pretend to be a sales person who is helping a customer buy pantyhose or clothing. Have the students select sizes according to weight, or according to measurements. |
| 5. Adding dollars and cents. | Student will complete a sales slip and catalogue order blank. | Page 54-57. Sales slip for a restaurant.<br>Catalogue order blanks. | 1. Read top of page 54. Have students pretend they work at Jerry's Restaurant and must write up sales tickets, and check the amount of money given to them. Use practice examples on page 54 and 55. Develop additional examples if needed.<br>2. Page 56. Have students imagine they are working at Sears or J.C. Penny taking catalogue orders. Have them fill out catalogue blanks (or use the example in books].<br>Use clothing sizes determined in previous exercise to fill out order form. Or develop new examples to fit the order blank. Include tax from sales tax tables. Total the price figures. |
| 6. Subtracting dollars and cents. | Student will correctly check the subtraction on a pay stub. | Comtemporary Books: "Math Skills that Work" Page 70-71. | 1. Read Page 70.<br>Define: Gross Pay - the amount earned.<br>Net Pay - amount of pay check (take home pay).<br>Deductions - amounts withheld from paycheck by employer.<br>Define types of deductions:<br>Federal - an amount withheld for the federal (U.S.Government] taxes.<br>State - an amount withheld for state taxes.<br>FICA - (Federal Insurance Contributions Act) - an amount withheld for social security.<br>Medical - employee's share of medical insurance.<br>Union - (only if employee belongs to a union) - employees contributions to a labor union.<br>Local - an amount withheld for township taxes.<br>Use page 71 to answer questions about the illustration of a paycheck. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 6.Subtracting dollars and cents. | Student will correctly check the subtraction on a pay stub. | Contemporary Books:<br>"Math Skills That Work"<br>Page 70-71. | 2. Prepare sample paychecks and include mistakes in the paychecks.<br>Have students define the deduction terms on the paycheck.<br>Answer the following questions:<br>1. What is the hourly wage?<br>2. What is the gross pay amount?<br>3. What is the net pay amount?<br>4. Are there any mistakes?<br>5. How can you calculate the gross pay if you know the net pay and total deductions? |
| | | Contemporary Books:<br>"Math Skills That Work"<br>Page 72, 73.<br>OR: Charge-card statement. | 3. Interpreting a charge-card state statement:<br>Define: Statement - the summary of charges, payments, and new balance.<br>Have students compute the sum of the previous balances, new purchases, finance charges to obtain the total new balance.<br>Have students compute: the sum of payments and credits. Subtract this figure from the previous balance to obtain the total new balance. A credit could be returned items.<br>What is the credit limit on the charge-card statement?<br>How much can be charged on the card at this timet? |
| 7.Counting change. | Student will calculate change for purchases when bills of varying amounts are given. | Contemporary Books:<br>"Math Skills That Work"<br>Page 82-85. | 1. Read top of page 82. Have students pretend they work for K-Mart as a cashier. Using the examples given, have them make change for a $7.49 item from a $20 bill. Give the answer in coins and bills. Have student make change for a $3.49 item from a $10 bill. Have student make change for items totaling $8.88 + $4.29 from a $20 bill. |
| | | | 2. Demonstrate how to count backwards to make change:<br>a) $6.89 item from a $10 bill:<br>Say: $6.89 + one penny equals $6.90 + a dime equals $7.00, + 3 one-dollar bills makes $10.00. Have students practice making change for various amounts.<br>Stress that even though cash registers calculate change, it is important to count backwards from the amount of sale to the amount of money given to you by the customer. This will permit you to check that the correct amount of money received was entered in the register. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 8. Balancing a checkbook using addition and subtraction. | Student will balance a checkbook. | Contemporary Books: "Math Skills That Work" Page 86-87. | 1. Have students complete exercise by subtracting each check from the balance and record the answers. Add the deposits as required.<br>2. Demonstrate how to check the math by adding all checks together, and subtract from the beginning balance, adding deposits together and adding to the beginning balance. |
| | | Optional: Page 88-89 | Use for additional practice if desired. |
| 9. Multiplication - two and three digits by one digit. | Student will correctly multiply 3 digit numbers. | Page 110, 111. | 1. Use a menu from a local restaurant. Have the students pretend that they work as cashiers for a fast food restaurant. Give sample orders of multiple items. Have students calculate the per item total, and the total of the bill. Look up the sales tax amount from the tax table and add to the total bill. Have students make change from an amount of money. |
| | | Optional: Page 112-115 | Review of skills if necessary. Optional exercise. |
| 10. Finding discounts using multiplication and subtraction. | Student will correctly compute discounts and determine the best buy from among 3 items. | Page 116-117 | 1. Set up display of 3 suggested items. Place the prices in front of each item:<br>"Al's Motor Oil - $1.18 per quart, $1.25 discount per case;"<br>"Fred's Motor Oil - $1.09 per quart, (no case discount)"<br>" Delux Motor Oil - $1.14 per quart, Buy 11, get one free!".<br>Have students calculate the lowest cost and decide which is the best bargain. |
| 11. Extending unit prices on orders and totals. | Student will correctly complete a purchase order. | Page 118-119<br>OR: purchase order form. | 1. Have students pretend they are stock supervisors at a Kitchen Supply Store. One of their responsibilities is to order items for the store as the shelf supplies run low. Read the practice exercise and complete the math required.<br>Calculators may be used if permitted. Do items 9 and all of item 10. |
| 12. Counting money, by grouping like bills and coins, and multiplying to find total. | Student will correctly count money containing a combination of bills and coins in various amounts, and calculate total amount of money. | Page 124-125. | 1. Have students pretend that they are working in a store office and one of their duties is to count the cash receipts for the bank deposits. Using combinations of bills and coins with multiple amounts of each coin and bills, total the amount of money. Instructor may consider using play money to enhance the realism.<br>Demonstrate sorting by denomination, counting each item in the denomination and multiplying the number of items by the value of the coin or bill. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 12. Counting money. (continued) | (as given previously) | Contemporary Books: "Math Skills That Work" Book#1. Page 124-125. | 2. Have students complete a form which lists the following information:<br>number total<br>$1________ $______<br>$5________ $_______<br>Complete this format for each denomination of bill and coin.<br>3. Complete the exercises for additional practice of cash receipts deposits. |
| | | Option: Page 126-127 | Optional exercise if needed. |
| 13. Division of multiple digits by single digit. | Student will correctly find a unit price. | Page 147. | 1. Have students pretend that they are running a fast food restaurant like McDonalds or Hardees Say: "In order to be competitive, you must keep your prices low. To make a profit, you must sell lots of sandwiches and not have too many employees."<br>Instructor can use example in book; or develop a 7-day list of total sandwiches sold each day (A) and the number of employees working that day (B), which should vary across the week.<br>Have students calculate the number of sandwiches sold per employee (C).<br>Use the following problem statement: (A) divided by (B) equals (C). |
| | | Page 149 or grocery ads from a newspaper. | 2. Have student find the unit price of items at a grocery store. For example:<br>If 6 ounces of olives = $2.34; what is the price per ounce?<br>If ads from several stores are available for use, try and find similar items (examples: soup; vegetables, fruit juice, etc.) Calculate the unit prices for each item.<br>Ask students which items are the best buy if comparing similar items from several stores. |
| 14. Division of multiple digits by multiple digits. | Student will correctly calculate 3 division problems. | Page 154-155. | 1. Have students pretend they are bookkeepers in an office supply store. They are to calculate the amount of supplies on hand to determine (A) the average monthy sales; (B) determine the estimated supply remaining in months (C) The problem statement is: (A) divided by (B) equals (C).<br>Determine whether or not to order additional supplies. Complete Page 155 if using the workbook. |
| 15. Estimate using subtraction and division of whole numbers. | Student will correctly calculate gas mileage using odometer readings and gasoline useage. | page 159. | 1. As an employee of a delivery company, the student must keep track of the gas mileage of each of the company's vehicles. Use (A) before and (B) after odometer readings to calculate (C) monthly miles. (B minus A equals C) Then use monthly gas use of that vehicle (D) and monthly miles traveled (C) to calculate gas mileage (E). (C divided by D equals E). |
| | | Optional: Page 162-163. | 1. Use for additional practice if needed. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 16. Estimate time using a table. | Student will correctly determine from a bus or train schedule how long a trip will take. | Contemporary Books: "Math Skills That Work" Book #1. Page 169.<br>OR: bus, train schedule. | 1. Use a bus or train schedule. Calculate how much time it takes to go from the first stop to the last stop. Demonstrate how to subtract hours to determine elapsed time. Ask: how long does it take to go from stop 1 to stop 3. Tell students that the train or bus will be delayed for 45 minutes. What time will the train or bus arrive at the 6th stop. |
| 17. Adding hours and minutes. | Student will correctly calculate gross pay when given the hourly pay rate; and arrival and departure time for 5 days. | Contemporary Books: "Math Skills That Work" Book #1 Page 170-171. | 1. Ask student how could they estimate how much their gross salary will be if they know their hourly pay rate and the number of hours worked? Demonstrate how to count hours worked, taking into consideration unpaid lunch breaks.<br>2. Add the Total number of hours worked using the following format:<br>Day of Week Hours Minutes<br>Monday 7 25<br>Write down each day worked. Then add total number of minutes. Add total number of hours.<br>3. Ask students how to convert minutes to hours. Demonstrate dividing minutes by 60. Add additional hours to the original hours, and keep the remaining minutes that are less than 60 minutes. Instructor: Make sure the remainder of minutes is 30 (for easier calculation.)<br>4. Calculate gross pay using total number of hours worked multiplied by the hourly wage rate. |
| 18. Reading a time zone map. | Student will correctly calculate the change in hours adding or subtracting as required. | Page 172-173.<br>Extra Practice: Page 174. | 1. Use a calendar to count the days worked.<br>A) When it is 5:00 P.M.. in Los Angeles, what time is it in Hawaii?<br>B) When the sun is coming up at 6:00 a.m. in Portland, Oregon, what time is it in Chicago?<br>C) If Beth places a call at 1:45 P.M., Dallas, Texas time, to her brother in Miami, Florida what time is it in Florida?<br>D) Barbara flew from Seattle, Washington to Boston, Massachusetts. The flight took 6 hours. She left at 9:30A.M. What time did she arrive in Massachusetts? |
| 19. Simplifying Fractions. | Student will correctly reduce 5 fractions to their simplest form. | Contemporary Books: "Math Skills That Work" Book #2. Page 12-13. | 1. Review page 12: "How to reduce fractions to lowest terms by dividing numerator and denominator by largest whole number that evenly divides into each number."<br>2. Have student pretend that they work in a hardware store. A shipment of screws arrives from the manufacturing company and must be sorted into 7 bins on the sales floor. The bins are labeled: #1 1/8 inch; #2 1/4 inch; #3 3/8 inch, #4 1/2 inch; #5 5/8 inch; #6 3/4 inch; #7 7/8 inch. The manufacturing company gave all the assorted sizes of screws only in 32nds of an inch. These are the screws that arrived: 16/32; 12/32; 4/32; 28/32; 24/32; 8/32; 20/32. Reduce the fractions to lowest terms and sort the screws to bins 1 to 7. |
| | | Additional Practice:<br>Page 17. | 1. Use for additional practice on simplifying fractions using other examples of sorting screws in the hardware store. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 20. Solving problems containing multiple steps. | Student will correctly identify:<br>1) What information is being requested?<br>2) How to separate the problem into individual steps. Student will then solve the problem. | Contemporary Books:" Math Skills That Work" Book #2 Page 26-27.<br>COMPUTER SOFTWARE: Davidson's: Math Blaster program activity 1.<br>Sunset: "The Whatsit Corp." (Sets up and operates a one-product business.) | 1. Explain: there is no one way to solve work problems. Demonstrate how to separate the multi-step problems into individual problems. Use examples on top of page 27.<br>1. Use "Math Blaster" computer software activity one: "Follow the steps." There are 4 levels containing 25 problems using a variety of mathematical operations and methods of solution. Include: whole numbers; proper and improper fractions; and mixed numerals.<br>Step 1 asks: What does the problem ask you to find?<br>Step 2 asks: What information is needed to solve the problem?<br>Step 3 asks: Find the correct expression.<br>Step 4 asks: Find the correct solution.<br>Instructor can enter own word problems in Math Blaster software using instructions in the manual. This can make the software more occupation specific. (Useful for a particular career.) |
| 21. Rounding mixed decimals. | Student will correctly round up and down 5 decimal problems. | Contemporary Books: "Math Skills that Work" Book #2. Page 32, 34. | 1. Have students read page 32 as an introduction to decimals in the workplace. Demonstrate rounding up with a digit more than 5, and rounding down for digits less than 5 in the tenths place. |
| | | Page 35. | 1. Use page 35 as a practice exercise for rounding numbers. Explain how rounding a number can be used as estimating tool. |
| | | page 37, 38. | 1. Have student pretend that they work in a machine shop. Demonstrate estimating using lead digits (the first non zero digit to the right of the decimal point.) |
| 22. Computing an average. | Student will correctly calculate averages by adding numerals and dividing by number of numerals for three problems. | Contemporary Books: "Math Skills That Work" Book #2. Page 58. | 1. Have students pretend that they work as laboratory assistants in a horticulture research laboratory. The growth of the seed samples must be calculated as average growth per month. Use the chart on page 58 and calculate the average monthly growth rate for the 6 seedling samples. |
| | | Page 60. | 2. Students are quality-control supervisors at a local manufacturing company. A record is kept of of the number of defective toys produced by six shifts of employees, both part time and full time. Student will need to determine the number of defects per hour per shift. Divide the number of products produced by the number of hours on the shift to obtain the amount of defects per hour. Compare full time and part time shifts. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 23. Changing fractions to decimals. | Student will correctly change 4 fractions to decimals. | Contemporary Books: "Math Skills That Work" Book #2. Page 59.<br>OR: A set of drill bits. | 1. Students are preparing to drill holes to run speaker wires for stereo units in their car. The student must select the correct size drill bit to fit the wire size. The wire sizes are given in decimal sizes. Convert the drill bit sizes to decimals. The speaker wire is 0.18 inch diameter.<br>Ask students which drill bit will drill a hole slightly larger so that the wire will pass through? |
| 24. Reading scales. | Students will correctly read a thermometer and a and a digital scale. | An oral thermometer, and digital scale.<br>OR: Contemporary Books: "Math Skills That Work" Book #2. Page 48-49.<br>Page 62-63.<br>Computer Software: "Workplace Literacy": select occupation as needed. | 1. Students are working as health technicians in a hospital. Part of their job requires that temperatures of the patients be recorded every hour. They use a clinical thermometer. The hospital has both Fahrenheit and Celsius scale thermometers. Show the difference between each type of scale. Have students do practice problems B and C on page 48-49.<br>2. Students work in the meat department of a local supermarket. Customers can order meats and cheeses by the fractions of a pound. (Examples: 1/2 pound, 3/4 pound) The scale is digital. Have the students make a chart to hang by the scale to convert fractions of a pound to the decimal equivalents.<br>Practice weighing items and convert to fractions by looking at the chart. |
| 25. Computing distance rate and time. | Student will correctly complete 2 of 4 problems in calculating time or distance. | Contemporary Books: "Math Skills That Work" Book #2 Page 68-69. | 1. Use the formula: Distance (D) equals Rate (R) times Time (T). (D=R X T)<br>Explain: Distance is the miles. Rate is the miles per hour. Time is the hours. following problem:<br>Have students complete the following problem:<br>A) How far can a car travel in 5 hours and 30 minutes if the car averages 45 miles per hour?<br>Rate (45 miles per hours) times Time (5.5 hours) equals 247.50 or 247 1/2 miles.<br>Have students complete the rest of the practice problems. |
| 26. Estimating with fractions. | Student will correctly complete 3 of the 6 practice problems. | Page 72-73. | 1. The student is working in a factory. The boss tells him to place 30 boxes of books on the pallets. If the boxes weigh 20 1/2 pounds and each pallet can hold the weight of 400 pounds, how many pallets will be needed. (20 1/2 times 20 equals 410 pounds.)<br>Therefore 19 boxes must be on one pallet and 11 boxes on the second pallet.<br>Have students complete the practice problems. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 27. Choosing a common denominator with fractions. | Student will correctly complete 2 problems choosing common denominators. | Contemporary Books: "Math Skills That Work" Book #2. Page 89. | 1. Have students pretend that they are working in the office of a concrete company. There are three trucks who deliver concrete. During one week the company ran a special promotion on small amounts of concrete for home projects. All three trucks were used each day to deliver the concrete. Student must add unlike fractions by choosing a common denominator. Have students answer these questions: Which truck delivered more concrete?<br>On which days was the most concrete delivered by which truck?<br>Which day had the highest deliveries? |
| 28. Adding and subtracting mixed numbers. | Student will correctly convert 3 problems containing mixed numbers and calculate the answer. | Page 92. | 1. Have students pretend they are planning a camping trip. There are 5 people who will go along on the trip. Each will carry food, extra clothes, sleeping bags, utensils, personal items, and a backpack. Each pack weighs a different amount for each person. If there is a weight limit of 22 pounds total for food and gear, which persons have overloaded packs, and what must they leave behind or exchange with someone else?<br>Packs of food and clothes cannot be shifted. |
| | | OPTION: Page 93. | 1. Extra practice with mixed numbers. A simulation with the school nurse. |
| 29. Multiplying mixed numbers. | Student will correctly choose a common denominator and correctly calculate 3 of 5 problems. | Page 98.<br>OR: Picnic table plans showing measurements. | 1. Have students pretend to build a picnic table. Give students the measurements using mixed numbers. Have the students multiply to determine the total amount of lumber needed for the multiple pieces of the table. |
| | | Page 99.<br>OR: a recipe using mixed numbers. | 2. Students work as cooks at a restaurant. There are several dinner parties planned for different amounts of people. The favorite recipe of the restaurant must be changed to feed the different numbers of people: one group is 20; one group is 15; and one group is 42.<br>Ask: How will you need to change the recipe? |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 30. Dividing mixed numbers. | Student will correctly choose a common denominator and correctly calculate 3 of 5 problems. | Contemporary Books:"Math. Skills That Work" Book #2. Page 104-105.<br>OR: clothing sewing pattern. | 1. Have student pretend that they work in a fabric shop. A customer with three children comes into the shop. She buys several large pieces of material. If the children wear size 2, size 6 and size 12, how many dresses, skirts, or blouses can they make from the large pieces of material that were on sale?<br>2. Use problems on top of page 105 to review skills in multiplication of mixed number skills. |
| 31. Changing percentages to fractions. | Student will correctly place percent over 100 and reduce fraction to lowest terms. | Page 118 (bottom)<br>Page 119 (bottom) | 1. Have student pretend to work as a sales clerk. A sale is announced and all price tags have to be reduced by 25 percent. The manager decides to give an additional 1/3 off the sale price. Calculate what the two reductions will be.<br>2. Use the bottom of page 119 as additional practice. |
| 32. Recognizing English and metric units. | Student will correctly measure 5 items using English and metric units. | page 144-145.<br>page 147-148 | 1. Demonstrate English ruler with each inch divided into sixteenth inches, eighth inches, quarter inches, half inches. Have student measure various objects.<br>1. Demonstrate the centimeter ruler with each one-centimeter divided into 10 millimeters. Have students measure various objects. If possible use bolts and wrenches of both English and metric to demonstrate the differences. |
| 33. Weighing on a market scale using pounds, ounces, kilograms, and grams. | Student will correctly weigh 5 items in pounds, ounces, and kilograms, grams. | Page 149-151. | 1. Demonstrate a pound scale, and a kilogram scale. Demonstrate an ounce and gram scale. Or use the charts in the workbook. |

## Subject Area: Number Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 34. Calculating area. | Student correctly calculate the area of a room. | Contemporary Books:<br>"Math Skills That Work"<br>Book #2. Page 157.<br>OR: teacher prepared materials. | 1. Have students measure a room and calculate the area. Use formula: area equals length times width. The answer is expressed in square feet.<br>2. Demonstrate how to change to square yards by dividing by 3. This is the measurement that would be used in purchasing rugs. |
| 35. Calculating volume. | Student will correctly calculate the volume of an item. | Page 158.<br>OR: teacher prepared materials. | 1. Define: volume as a measure of space. To find the volume of a rectangular solid, multiply the length, by the width, and multiply that answer by the height. (Length times width times height.)<br>Have students pretend the company is building flower boxes for the front of the office building where they work. The carpenter shop has built and installed 4 boxes in front of the building. The boss requested that soil be ordered for the new flower boxes. Telephoning a store reveals that soil is sold by the cubic yard. Therefore, an estimate of the total number of cubic yards of top soil is needed. The boxes measure 6 feet wide and 9 feet long and 3 feet 2 inches deep on the inside. If the soil will be 2 inches below the top of the box, how many cubic yards of soil are needed? Volume equals length times width times depth. Using the following steps calculate the amount of cubic yards needed.<br>1. Convert feet to yards. 1 yard equals 3 feet.<br>Width of 6 feet equals 2 yards. Length of 9 feet equals 3 yards.<br>Subtract 2 inches from the depth before converting to yards. Depth of 3 feet 2 inches, less less 2 inches equals 1 yard.<br>Volume equals length of 3 yards times width of 2 yards times depth of 1 yard which equals 12 cubic yards of soil per flower box. There are 4 flower boxes, therefore 48 cubic yards of soil are needed. |

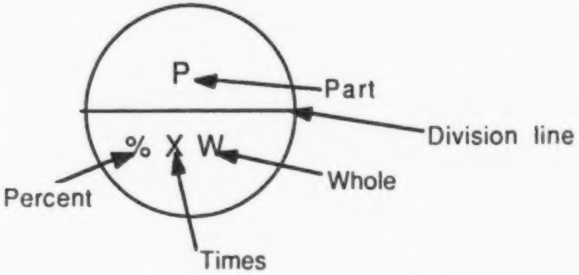
## Subject Area: Using a Calculator

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Learning the parts of a calculator. | The student will correctly identify the following: on/off key, clear key, add key, subtract key, multiply key, divide key, decimal point key. | A calculator.<br>Contemporary Books: "Math Skills That Work" Book #2. Page 30-31. | 1. Discuss: Calculators are essential math tools. Use of calculators can reduce math errors. Ask: who has a calculator and do you know how to use it? Do you use a calculator frequently? Many occupations require the knowledge and use of calculators. Which occupations do you think may require the use of a calculator?<br>2. Use chart on page 30 to define the various keys on the calculators. Have students practice keying in numbers using decimal keys. Point out that a calculator does not have a comma (,) key or dollar sign ($) key. Demonstrate how some calculators may round off the zeroes after the decimal point.<br>3. Use practice section on page 31. Practice adding, subtracting, multiplying, and dividing one, two, and three digit numbers with no decimals. |
| 2. Adding decimal numbers and rounding off answers. | Student will correctly add two or more decimal numbers. | Page 38, 39, and top of page 40. | 1. Review the decimal place values on page 38. Practice rounding off the digits to a chosen place value on page 39. |
| 3. Subtracting decimal numbers. | Student will subtract two or more decimal numbers. | Page 40 (bottom) and page 41. | 1. Demonstrate subtraction of decimal numbers and rounding off the digits to a chosen place value. Ask students to imagine themselves as employees of a steel mill and complete the problems on hours, and inches. |
| 4. Multiplying decimal numbers. | Student will multiply two or more decimal numbers. | Page 42 (top) | 1. Demonstrate multiplying two or more decimal numbers. |
| 5. Dividing decimal numbers. | Student will divide two or more decimal numbers. | Page 42 (bottom) | 1. Demonstrate dividing two or more decimal numbers. Explain that the calculator carries out the division until there is no remainder or until the display is full.<br>Define: Terminating decimal - has a limited number of decimal digits.<br>Repeating decimal - has a never ending, repeating pattern or one or more digits. |

## Subject Area: Using a Calculator

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 6. Dividing a larger whole Number into a smaller whole number. | Student will correctly change 3 fractions to decimals. | Contemporary Books: "Math Skills That Work" Book #2 Page 61. OR: a set of drill bits with fractional sizes marked. | 1. Have students pretend that they are employees in a factory. As part of their job they must select the correct drill bit to drill holes of a specified decimal size. They must change the drill bit sizes in their drill bit cases to decimals so it will be easier to select the drill bits. Use the drill bit sizes as marked on the drill bits and have students develop a table to to show the decimal equivalents of each drill bit. |
| 7. Dividing by a decimal. | Student will correctly set up the problem for division on paper, moving the decimal point in the divisor and then move the decimal point in the dividend and solve problem. | A calculator. Page 66. | 1. The student is working as a clerk in a rental car agency. A customer comes in and asks to rent a car that gets the best mileage. Use the example given to figure out the number of miles traveled. Divide: the miles driven by the gallons used to determine miles per gallon. Use the first problem in the practice section and calculate the gas mileage on this car. If the customer requests that the gas mileage must be at least 24.9 miles per gallon, as an average, would you recommend this car to him? |
| 8. Multiplication and division of mixed numbers. | Student will correctly solve 3 of 7 practice problems. | A calculator. Page 76-77 | 1. The student works at a produce stand. The digital scale breaks down. A scale and calculator are available to help figure out the prices.<br>A) Mrs. Maynard buys 4 3/4 pounds of grapes at $1.19 per pound. What is her total price?<br>B) Tomatoes are on sale for $.89 cents per pound. A customer buy 6 3/8 pounds. What is the total price of the tomatoes?<br>C) Beth paid $6.43 for 8 3/4 pounds of oranges. How much did she pay per pound? |
| 9. Adding, and subtracting, mixed numbers. | Student will correctly determine the common denominator for each problem and calculate the answer. | page 85. | 1. The student is building a bookcase. Answer the questions 1 to 6 which require calculation with fractions. Instructor may substitute other building projects as desired. |

## Subject Area: Using a Calculator

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 10. Finding percentages using division and multiplication. | Student will understand the percent circle and use it to determine whether to multiply or divide. | Contemporary Books:<br>"Math Skills That Work"Book #2<br>Page 109, 110.<br>Handout #1<br>"The Percent Circle" |  P<br>Part<br>Division line<br>% X W<br>Whole<br>Percent<br>Times<br>PERCENT CIRCLE<br>P stands for part. The part is the number you get when you take a percent of the whole.<br>W stands for whole. The whole is the number of which you take a part.<br>% stands for percentage. The % tells you how much of the whole you are taking.<br>Division line means divided by.<br>To use the percent circle, cover the symbol of the number you are trying to find.<br>Example: If 25% of your $800 paycheck is used to pay rent, how much is your rent? You are looking to find a part of the paycheck. Cover the P on the top. The formula % X W remains uncovered. This is the method used to solve what is 25% of $800. |
| | | Page 112, 113, 114. | 1. Have students work through problems on the three pages until they are comfortable using the percent circle technique to find the formula and demonstrate knowledge of calculator useage. |
| | | Page 115 | 1. Have student pretend they are payroll clerks at a local company. Have them calculate the net salary after deductions. Use the 5 types of deductions for taxes, insurance and social security and determine the amount of each deduction. Then find the net salary amount. |

## Subject Area: Using a Calculator

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 11. Increasing or decreasing an amount of a whole by a part. | Student will add percent or subtract percent using the % key, plus key, minus key as appropriate. | Contemporary Books "Math Skills That Work" Book #2. Page 117. | 1. Demonstrate on the calculator the following:<br>Pennsylvania State Sales tax is 6%. What is the total price of a toaster that sells for $32.50 after the sales tax is included?<br>Identify the formula using the percent circle. Formula is: % times W.<br>Add 32.50 plus key; 6 key; and % key. (Note: some calculators require pressing the = (equals) key also.) |
| 12. Increasing or decreasing a percentage of the total. | Student will use the percent circle to correctly answer three problems. | Pages 128 - 129. | 1. Have students complete problems on both pages. Discuss the step-by-step approach: what are they trying to find: the whole, the part, or the percent. Then solve the problems. |
| 13. Using percentages or fractions to calculate interest. | Student will correctly calculate simple interest. | Page 130 to 133. | 1. Define: Interest (I) equals Principle (P) Times Rate (R) Times Time (T) and is expressed in dollars. Principal is expressed in dollar amounts. Rate is expressed as a percent. Time is expressed in years.<br>Define: Interest if the amount paid on the principal or received on the principal.<br>Principal is the amount of money borrowed.<br>2. Work through the practice exercise on page 131. The top of the page covers interest earned. The bottom of page 131 covers interest paid.<br>3. Do the exercises on page 133. Have the students pretend they are working as a bank loan teller; and next as a furniture store finance clerk. |
| 14. Understanding charge card interest rates. | Student will correctly calculate a monthly finance charge on a charge account. | Page 135.<br>OR: Credit card finance information. | 1. Define: finance charges as the amount of money the company charges for the use of their money. The charge can include interest fees and a service fee.<br>Have the student calculate the finance charge as a percent of the total account balance. Demonstrate how this finance charge actually increases the price on the items purchased using this example: You purchase a winter coat on sale. The total sale is $200. You do not pay off the total of $200 and so a finance charge is added. The finance charge is 1.5% per month. What is the amount added to your account in 30 days? What is the annual percentage rate (APR )? To calculate the APR, change the 1.5% to .015. Then multiply .015 times $200. The answer is $3.00. If you pay the Minimum payment of $10 the first month, what is the finance charge? What is the new balance? How much money is really paid on the principal?<br>[$200 plus 1.5% finance charge of $3.00 equals $203 minus $10 payment equals $192. The payment actually reduces the principal by only $7.] |

## Subject Area: Using a Calculator

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 14. Understanding charge card interest rates. (continued) | Student will correctly calculate the monthly finance charges on a charge account. | Contemporary Books: "Math Skills That Work" Book #2 Page 135.<br>Computer Software: "Credit and Loans" Glazebrook & Associates.<br>Handout: #2 "Credit Information Fact Sheet." | 1. Have students complete finance information fact sheet. The account balance runs for 6 years and 10 months. You may divide the list into 6 parts and have 6 students each calculate one year. Give each student the balance to start as follows:<br>Year One: beginning balance $429.00<br>Year Two: beginning balance $382.51<br>Year Three: beginning balance $326.92<br>Year Four: beginning balance $260.46<br>Year Five: beginning balance $181.00<br>Year Six: beginning balance $ 85.99.<br>The students will then need to add total interest payments for the year they are calculating, and then add all the 6 years interest payments together to obtain the total interest paid.<br>Remind students that the finance company may round off interest charges to the nearest cent so the answers to questions 3 and 5 will not agree.<br>2. Use the discussion questions to stimulate thinking about alternatives to using credit cards. Acceptable answers include: "pay off balance more quickly by making larger payments;"<br>"use layaway that may require larger payments but not finance charges" (Disadvantage is that failing to pay the payment when due on a layaway can result in loss of merchandise as well as loss of payments already made.)<br>"use savings to purchase items and repay your savings account over an extended time." (Disadvantage maybe the inability to put money into the savings account regularly and the possibility of an emergency which could require your savings which would not be available.) |
| 15. Using repayment schedules. | Student will calculate a loan repayment using repayment schedule chart. | Page 136 to 139.<br>OR: repayment schedules from various stores. | 1. Have student calculate various lengths of repayment times. Use different repayment times.<br>2. Use skill review on page 138 to 139 for additional practice. |
| 16. Using alternative solutions to a problem. | Student will complete the computer exercise with 50% of answers correct. | Sunburst Communications computer software: "What do you do with a broken calculator?" | 1. Have students complete the computer program. This reinforces the idea that you can reach a solution to a problem in many different ways. The object of the program is to reach a goal with some of the keys of the calculator disabled. The teacher's option allows selection of different types of problems. |

## Subject Area: Listening

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Listening to and following verbal directions. | Student will carry out a multi-step task using verbal directions. | Computer Software: "Workplace Literacy software: Workplace Social Skills" Handout #1. "Guidelines for for Active Listening." Handout #4 (page 1 only). | 1. Complete Handout #4: "The Self-Evaluation of Listening." Students will review their own strengths and weaknesses later. Discuss the guidelines for active listening. Use handout #1: "Guidelines for Active Listening." Demonstrate how to use the first two guidelines and have students practice using these guidelines. Then each week have the students add the next guideline until they are using all seven.<br>2. Read a set of directions and have the students follow them. Paper folding, (origami) is especially useful. The students can follow your directions and assemble a folded paper item. Use your own source for step-by-step directions for paper folding, or other item.<br>3. Ask students: "Why are good listening habits important? Answers may include: "To get more information." "Make fewer mistakes." "Save time and money." "Improve work relationships." "Help solve problems."<br>4. Have two students read "The Disorganized Caller." The students will play the parts of a businessman who repaires photocopiers, and a person calling to report a broken copier. Use the discussion questions given with the exercise. |
| 2. Critical listening to distinguish fact from fiction. | Student will listen to an article being read and determine if it is fact or fiction. | Contemporary Books: "Communication Skills That Work" Book #2. Page 74. | 1. Discuss: The importance of knowing whether the information being given by the speaker is fact or fiction Use the following points as the basis of discussion:<br>1. Facts can be proven true. When someone is trying to persuade you to agree with their viewpoint, listen carefully to judge whether what they are saying is true.<br>2. Opinions are a person's personal observation about an event or occurrence that may be true or false. Often opinions are biased, that is, for or against someone or something without considering the reasonability of the opinion. |
|  |  | Newspaper articles and editorials selected by the instructor. | 2. Read page 74 and determine if the statements are facts or opinions.<br>3. Read parts of the newspaper articles and decide if they are facts (can they be proved?) or opinions. Then read an editorial that gives the editor's opinion of an event or occurrence. Show how the editorial differs. Have students look for clue words such as "It is my opinion that ..."; "I think ...". |

## Subject Area: Listening

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Critical listening to take a message. | Student will correctly receive a message when given verbally. | Contemporary Books: "Communication Skills That Work" Book #1. Page 34-37. | 1. Begin class by delivering a verbal message that requires one person to receive the message and deliver it to someone not present to hear it. Send a student out of the room, then select a student to receive the message.<br>The message is: "Please go to 718 North Walnut St. and pick up the green box left at the back door. Don't touch the red box next to the green box, that is for Nicole. Call me at 555-7963 when you have the box so I may come and pay you for the candy."<br>If the student begins to write it down, do not slow down giving the message unless asked to do so by the student. Answer all questions about the message. Finish by asking the student: "Are you prepared to deliver the message?" Recall the student and have the message delivered. Do not let the class members assist in the message delivery. Compare what was said to what was delivered. Discuss what could be done to insure correct messages are delivered.<br>Discuss: 1. Write the message down.<br>2. Repeat back what was written.<br>3. Ask person to please speak more slowly so the message can be correctly written.<br>2. Use the exercises in the book on pages 34-37 for additional practice.<br>3. Have students listen to a radio broadcast. Concentrate on one news story. Ask students: "What do you already know about this topic? What is the main point of the story. Can you visualize the event in in your mind?" |
| 4. Critical listening at meetings. | Student will participate in a meeting and take an active role.<br>OR: Student will complete the appropriate computer software program. | Computer software:<br>Workplace Literacy software: "Workplace Social Skills."<br>OR: Contemporary Books: "Communication Skills That Work" Book #2. Page 71.<br>Handout #2 "Group Decision-Making Guidelines"<br>Handout #3 "Staff Meeting Guidelines"<br>Handout #4 "Listening Self Evaluation" page two. | 1. Discuss meetings that the students may be called upon to attend. What types of meetings could they expect to attend?<br>Answers may be: 1. Community issues; 2. Church committee meetings; 3. Workplace meetings. Tell students that meetings are called to share information and often the meetings involve decision making such as planning an activity and solving a problem.<br>2. Use handout #2. "Group Decision Making Guidelines."<br>3. Use handout #3. "Staff Meeting Guidelines."<br>4. Use page two of "Listening Self Evaluation." Have students complete page two: "What do your scores mean?" Have students make and fill in a chart showing areas in which they need to improve. Have students practice their listening skills in class. |

## Subject Area: Vocabulary

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Recognizing terms. | Student will understand 50% of the basic terms in an occupation of his/her choice. | Computer software: Workplace Literacy software: "English on the Job": Occupation specific.<br>OR: "Vocabulary for the World of Work" Book #1 & #2 [Educational Design]<br>OR: Teacher prepared materials. | 1. Have student select an occupation in which he/she is interested. Use the computer software program from Workplace Literacy that is specific to the selected occupation if available.<br>2. Use the printed materials in the texts: "Vocabulary for the World of Work" Book #1 and #2. Book #1 includes basic job words. Book #2 includes office and business words.<br>3. Have students select an occupation, or use the same occupation chosen previously. Assist student in locating information about that occupation, including the duties and responsibilities of that occupation. Student will begin a word list book in which all new terms specific to that occupation are defined. For example: in an office occupation: define: invoice, purchase order, accounts receivable, credit memo.<br>4. Arrange a tour of work locations. Or have a guest speaker to discuss some occupation-specific vocabulary. |
| 2. Interpreting unfamiliar terms and abbreviations. | Student will correctly define 50% of the terms and abbreviations of his/her selected occupation. | Workplace Literacy software: "English on the Job": Occupation specific.<br>OR: Contemporary Books: "Reading Skills That Work" Book #2. Page 10-17.<br>Page 18-23. | 1. Have students continue computer program "English on the Job" in the selected occupation.<br>2. Use "Reading Skills That Work" Book #2: page 18-23 to teach context clues.<br>3. Use the newspaper advertisements and have students define terms that you previously marked.<br>4. Have students bring in help wanted advertisements and define unfamiliar terms.<br>5. Use dictionary to define terms and add these definitions to the students' word list book. |
| 3. Using reference materials. | Students will identify and use reference materials to locate information. | Workplace Literacy - "English on the Job"<br>OR: "Reading Skills That Work" Book #1. Page 93-99. | 1. Select a book with a table of contents and an index. Choose several pages containing specific information and make a note on where they were located. Show the book to students and ask: "How would you find this information in this book?"<br>2. Demonstrate use of table of contents and index. Discuss: How to select key works to use in searching the index for a desired subject.<br>3. Have students name some sources of information about their occupational fields. These could include places such as libraries; professional organizations; persons holding jobs in that occupation; and companies in which that occupation is found. |

## Subject Area: Vocabulary

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Spelling words correctly. | Student will spell 50% of words relating to his/her occupation. | Workplace Literacy software: "English on the Job"<br>OR: teacher-generated materials using "Vocabulary for World of Work." [Educational Design, Inc.]<br>OR: word processing computer program using a spelling checker.<br>Handout # 5 "Sample Memo." | 1. Continue using "English on the Job" software.<br>2. Develop a list of job-related words from the vocabulary words in the chapters. Read the words to the students and have them write them. Use teacher-generated handouts with the correct spelling of the words. Have students check their own works using a dictionary. Stress that correct spelling on the job is critical.<br>3. Using a word processing computer program, prepare a memo or letter that contains 50% of the words misspelled. Have the students check the spelling and when a misspelled word appears, type in the correction. Then redo the spelling check to see how well they corrected the misspelled words.<br>4. Use Handout #5 "Sample Memo" and have the students change the misspelled words using paper and pencils. |

## Subject Area: Speaking

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Give information or directions orally. | Student will correctly give an oral message or directions to do a task. | Workplace Literacy software: "Workplace English" (occupation specific.)<br>OR: Contemporary Books: "Communications Skills That Work" Book #2. Page 19-26.<br>OR: teacher prepared materials. | 1. Have students work individually on the computer program.<br>2. Use pages in "Communication Skills That Work" as follows:<br>1. Page 19 - read and discuss the speaking situations.<br>2. Page 20 - discuss occasions for speaking using the reasons given.<br>3. Page 21 - read eyewitness account and show how clear organized messages are helpful.<br>4. Page 22-25 - discuss and demonstrate the techniques of sending messages; speaking; and listening. |
| | | Handout: #6<br>"Planning for Effective Speaking" | 1. Use handout #6 "Planning for Effective Speaking: The Job of the Speaker." Discuss the steps in effective speaking from handout #6. Practice the step-by-step procedure. Verbally show how you would select the topic [choose your own topic]; discuss what you know about your audience [if using the class, discuss what you know about their interests in the topic] Tell how you would organize the key points you want to make. Then, give the speech. Watch the audience reaction to the short speech and tell the class what you observed.<br>2. Demonstrate how a listener would listen to an important message using eye contact. [Have a student tell you something while you listen.]<br>3. Discuss the use of inappropriate topics in meetings. Demonstrate several inappropriate topics. |
| | | Handout: #7<br>"Communication Exchange" | 1. Use handout #7 as basis for discussion of the interaction of speaker and listener. Stress that ordinary conversations with family and friends do not need to be organized around this chart. The chart is helpful at work when the employee will be judged on his/her ability to communicate clearly. The chart is useful in meetings not only on the job but in community organizations too.<br>2. Have students practice sending and receiving messages. These messages can be directions on how to perform a task, or discussion of current events of interest. |

## Subject Area: Vocabulary

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 2. Obtain basic facts. | Student will correctly ask questions to obtain basic facts. | Workplace Literacy software: "English on the Job" (occupation specific)<br>OR: Contemporary Books: "Communication Skills That Work" Book #2. Page 42-44. | 1. Have students work on computer program.<br>2. Use "Communication Skills That Work," pages 42-44. Have students read and do practice exercises. Stress the following five W's as a means of obtaining complete information: "Who, What, When, Where, Why."<br>3. Discuss: how and why to ask specific questions. Use the following format to choose questions.<br>1. Pinpoint exactly what you need to know.<br>2. Use precise words to get the information you need.<br>4. Have students pretend to be a policeman/woman arriving on the scene of an accident. Have them ask appropriate questions to the situation:<br>"There was an automobile accident on the highway in which two cars were involved."<br>What questions would you have? Who would you question? |
| 3. Using appropriate words with correct pronunciation. | Student will choose appropriate words that are correctly pronounced in making two telephone calls:<br>1. A personal call and<br>2. A business call. | Workplace Literacy software: "English on the Job"<br>OR: Contemporary Books: "Communication Skills That Work" Book #2. Page 64-65.<br>OR: teacher-generated materials. | 1. Have students work individually on computer program.<br>2. Use "Communication Skills That Work," page 54-65. Discuss how the personal telephone call is different from the business call. The personal call is more casual. Slang words may be used and joking or teasing may occur.<br>In a business call, the conversation is more structured and formal. Slang words or expressions should not be used.<br>Demonstrate the differences in the two types of telephone conversations.<br>3. Have students practice making both types of telephone calls: business and personal. Select appropriate topics for the telephone calls. Use Page 69 to obtain suggested topics.<br>4. Have students pretend to answer the classified advertisements in two different ways:<br>1. A friend of yours placed the advertisement.<br>2. A business placed the advertisement and a formal business call is required.<br>5. Select advertisements from the classified advertisement section of the local newspaper. Have students respond to the advertisements in two ways: as a friend, and in a formal business manner. Stress that conversations at work during business hours should use the formal business format, especially when talking with customers.<br>6. Discuss the types of vocabulary that are not suitable for use in work situations. Give the following examples: slang words, abusive or vulgar words that should not be used. |
|  |  | A Dictionary.<br>teacher-generated materials. | 1. Discuss: How you would learn how to correctly pronounce an unfamiliar word. Demonstrate how the pronunciation guide in the dictionary can be used to help learn how to pronounce words.<br>2. Have students select several words from a teacher prepared list and look them up in a dictionary. Practice pronouncing these words. |

## Subject Area: Reading

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Identify purpose and meaning of written material. | Student will correctly reading strategy to interpret a written article. | Workplace Literacy software: "English on the Job" (occupation specific)<br>Or: Contemporary Books: "Reading Skills That Work" Book #2. Page 4-7.<br>OR: newspaper articles.<br>OR: Handout #8: "Reading Strategy." | 1. Have students work independently on computer software program.<br>1. Discuss: How a reading strategy helps to interpret what you read both at home and on the job. Define: reading strategy: a 5-step procedure that helps you organize yourself to understand what you read.<br>2. Use handout #8: "Reading Strategy For Understanding." Demonstrate how you can often find the purpose for a newspaper article in the headline. Ask: "What are other ways of finding out the purpose of the article?" Answers may be: headlines, or titles; comments by the author at the beginning. |
| 2. Identify the main point of an article. | Student will correctly identify the main point of an article. | Contemporary Books: "Reading Skills That Work" Book #1. Page 34-36. | 1. Distinguish between purpose for reading versus main point of an article.<br>The purpose is why you read the article. For example: Your purpose for reading the directions on how to bake a cake is to learn how to make the cake.<br>The main point of the cake baking directions is what items you will need to use and the step-by-step procedure to be followed.<br>2. Have students read page 34 and find the main points. Then, have students complete page 35 and 36 for additional practice. |
| 3. Filling out forms. | Student will correctly read directions and fill out forms. | "Reading Skills That Work" Book #1. Page 27.<br>OR: Handout #9 "Personal Fact Sheet."<br>Application form. | 1. Have students read Handout # 9 "Personal Fact Sheet." Review the following information<br>1. What information is being requested?<br>2. Do you have all the information necessary to complete the form?<br>3. If information is not available, how would you complete the form?<br>4. Why is it important to follow directions exactly when filling out forms?<br>Expect responses: "The form will be used to do something such as reviewing your qualifications for a job. Certain information is needed so that you may be contacted." |

## Subject Area: Reading

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Following diagrams and maps. | Student will correctly find information requested on either a diagram or road map. | Contemporary Books: "Reading Skills That Work" Book #1. Page 51-57.<br>OR: teacher-generated materials: Diagram of hooking up a video cassette recorder; or telephone answering machine; or computer and printer.<br>Road map or map of building. | 1. Discuss: How diagrams can help understand ideas. Point out the labels on the diagram that identifies the parts. Ask: How can looking at the diagram of something help you understand the directions on how to use the item? Possible responses may be: a) the parts are labeled and when the directions tell you to do something with a certain part you will be able to identify the part; b) sometimes the labels help you to follow the directions more easily.<br>2. Have students look at the diagram on page 52 and complete the questions. The diagram shows a telephone answering machine.<br>If other diagrams are substituted use the following questions:<br>1. What is the part that goes into the power outlet called?<br>2. What is the name of the first part to be connected?<br>3. What is the name of the last part to be connected?<br>3. Have students look at map. Ask them to locate various places or roads. Describe a step-by-step path along the map and ask what are the names of the places nearby, or the names of the roads bring crossed. |
| 5. Understanding tables and charts. | Student will correctly find information requested using a table and a chart. | Contemporary Books: "Reading Skills That Work" Book #1. Page 61-67.<br>OR: teacher-generated materials (a table).<br>Page 64 - 65.<br>OR: a troubleshooting table from some electrical appliance or computer. (see also page 67) | 1. Define: table - a way of organizing information.<br>It may be as simple as two columns or as complex a twenty column table. The number of details about a subject that need to be presented determines the number of columns needed in the table.<br>Show students a table.<br>2. Define: key - the definition of the abbreviations or symbols used in the table.<br>A key explains the location of various parts of the table and what they mean.<br>3. Use page 62 and 63. The table shown is a class schedule table that shows when history classes meet, where, what time, and who is the instructor.<br>4. A troubleshooting table is often found in the workplace. This type of table lists problems that can happen and ways of solving these problems. Several reasons why a problem might arise could be given in this type of table.<br>5. Have students complete the questions on page 65. OR: prepare a list of questions pertaining to the chart being used.<br>6. Use Page 67 for additional practice. |

## Subject Area: Reading

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 5. Understanding tables and charts. (continued) | Student will correctly find information requested using a table and a chart. | Contemporary Books: "Reading Skills That Work" Book #1. Page 69 - 71. OR: A line graph. | 1. Define: line graph - a means of seeing how something has changed over time. A line graph can show a trend, which is a line of general direction or movement.<br>Display the chart on page 69 and show the trend or direction of the information given.<br>2. A line graph has two axes - a horizontal axis and a vertical axis.<br>The horizontal axis runs from left to right and shows values such as time.<br>The vertical axis runs up and down and shows amounts being measured.<br>3. Have students find the horizontal axis and the vertical axis on the chart.<br>Demonstrate how to read (or interpret) the chart. Define the units of the chart.<br>4. Use page 71 and have students answer the questions 1 to 5 on bottom of page. |
| | | Page 72 - 73. | 5. A line graph can be used to show two or more different trends. This permits a comparison of the changes in trends over a given time period. Have students look for the key which will identify the lines. Some charts use a label to mark the lines.<br>6. Have students complete questions on page 73. |
| 6. Following procedures. | Student will correctly develop a flow chart to sum up a procedure. | "Reading Skills That Work" Book #1. Page 86 - 87. | 1. Define: procedure - a way to do or make something. The directions you follow when building book shelves, or cooking a meal. Businesses use procedure as a way to get things done all the same way (uniformly). |
| | | Page 88 - 89. | 2. The purpose of a procedure is the goal. What do you want to happen? In order to accomplish the goal, there must be certain steps that must be followed in the right order.<br>These steps to be followed can be numbered 1,2,3,4,5, etc. The flowchart consists of symbols that sum up a procedure and show what step precedes and follows each part. |
| | | Page 89. | 3. Have students complete questions on page 89. |
| | | Page 90 - 91.<br>Handout #10 "Reading Procedures on A Flow Chart" | 1. Discuss the flow chart in Handout #10. This flow chart is a summary of a procedure. The symbols stand for the steps and the arrows tell you in what order to follow the steps.<br>2. Have students develop their own step-by-step flow chart using Handout #10 as a guide. |
| 7. Finding information in books. | Student will correctly use the table of contents or index to locate information. | "Reading Skills That Work" Book #1 Page 95-96. OR: teacher-generated materials. | 1. Ask:" How would you locate specific information in a book?" Discuss the purpose of the index. Have students use textbooks or other books with an index. Give students specific items to locate. For example: " On what page would you find information about Barbara Bush in this book? " (Display the book that contains the information). Have students practice locating the information in the index and turning to the page indicated.<br>2. Ask: " How would you know what was contained in a book?" Discuss the purpose of of a table of contents. Demonstrate the use of a table of contents.<br>3. Have students practice locating various books containing the indicated subjects. |

## Subject Area: Writing

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Applying capitalization and punctuation rules in context. | Student will correctly use capitals and punctuation in 70% of the practice sentences. | Computer software: Davidson & Associates: "Grammar Gremlins"<br>OR: Workplace Literacy software: "English on The Job": Occupation specific.<br>OR: Contemporary Books: "Communication Skills That Work" Book #2. Page 114-115.<br>OR: teacher-generated materials. | 1. Use computer program "Grammar Gremlins" at the third or fourth level of difficulty and have students work independently.<br>2. Use" Workplace Literacy" occupation-specific software and have students work independently. |
| 2. Identify correct plural form of nouns and verb in context. | Student will correctly use plural form of nouns and verbs in 70% of practice sentences. | | 1 Have students write the plural form of nouns from a list of nouns.<br>2. Have students write the plural form of verbs from a list of verbs.<br>3. Write sentences demonstrating singular or plural forms. Discuss keeping the subject and predicate in agreement. If a singular form of noun is used, the verb should also be singular. And, if a plural form of verb is used, the nouns should be plural.<br>4. Have students practice writing and correcting sentences containing singular and plural nouns and verbs. |
| 3. Identifying the referent for pronouns and adverbs. | Student will correctly use pronouns and adverbs in 70% of practice sentences. | | 1. Use computer program: "Grammar Gremlins; OR: English on the Job" and have students work independently.<br>2. Define: pronoun - takes the place of a noun. Have students read materials and select the pronouns.<br>3. Define: adverb- modifies a verb, by adding more information about the verb. Have students read materials and select the adverbs.<br>4. Have students pretend they are working in an advertising agency and must prepare the advertising copy for some products. Practice using adverbs and pronouns in the advertisements. |
| 4. Selecting correct abbreviation for a word. | Student will correctly use abbreviations in 70% of practice sentences. | Contemporary Books: "Communication Skills That Work" Book #2. Page 116.<br>"Reading Skills That Work" Book #1. Page 10-17. | 1. Use workbook materials. Write abbreviations for common items; phrases; and long names. Define: acronyms - a word formed from the letters or syllables of a series of words. An example of an acronym is T.G.I.F. which may be recognized by the students.<br>2. Have students translate abbreviations in response to job-related memos requesting information. |
| 5. Identifying correct possessive form of nouns in a text. | Student will correctly use possessive form of nouns in a short paragraph | Software: "Grammar Gremlins" OR: "English on the Job:" Occupation specific. | 1. Have students use the software programs independently.<br>2. Give the students a list of nouns to which they are to add the possessive form. |
| 6. Identifying the basic parts of speech in a simple sentence. | Student will correctly identify the parts of speech in 90% of simple sentences. | Software: "Grammar Gremlins" OR: "English on the Job" Occupation specific software. | 1. Have students use software program independently.<br>2. Have students diagram simple sentences to identify parts of speech. Stress the importance of singular subject and singular predicate agreement and plural subject and plural predicate agreement.<br>3. Have students practice diagraming by referring to a diagram as a "sentence map" Change singular subjects to plural and plural subjects to singular. Then change the verb form to agree. |

## Subject Area: Writing

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 7. Composing short notes and lists. | Student will correctly compose a short memo list using phrases. | Workplace Literacy software: "English on the Job": Occupation specific.<br>OR: Contemporary Books: "Communication Skills That Work" Book #2. Page 98. | 1. Lists are a way of organizing your time and an aid to remember items. Use the example of a grocery list as a means of remembering what you need and saving time while shopping since the shopper can go directly to the items needed.<br>2. Discuss: Using a list can help remember complicated or detailed events. Use page 98 of workbook as practice.<br>3. Demonstrate writing a list using phrases. Use example of how to program a video cassette recorder or other item. Show how using just a few words makes it easier to read. |
| | | Page 103-107. | 1. Have students read page 105. The format of the business memo is given.<br>Review the format: TO:<br>FROM:<br>SUBJECT:<br>DATE:<br>2. Have students develop a brief message in the memo format. Use check list on page 107 to check the heading of the memo.<br>3. Use the following questions to check the format of the memo.<br>Is the heading complete and accurate?<br>Does the first sentence state the main idea?<br>Is the memo clear, concise and well organized?<br>Is all important information included?<br>Has correct spelling been used? |
| | | Page 109. | 4. Use page 109 as a review exercise. Have students choose a partner. One student sends a request memo, and the second student sends a thank you memo. Then exchange memos with the partners and review each other's memo for accuracy. |

## Subject Area: Initiating Social Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Greeting others; initiating conversation; giving information; joining others in a group. | Student will introduce her/himself in a group and give information about job interests. | Workplace Literacy software: "Workplace Social Skills"<br>OR: Contemporary Books: "Communication Skills That Work" Book #2. Page 19; 20; 24. | 1. Have students read article on page 19. OR: As an alternative: have a student read the article and then turn to page 20 and discuss the "Occasions For Speaking" section.<br>Have students break up into smaller groups. Give each group one of the following to do:<br>A) Share an experience.<br>B) Comment about something you hear; see; touch; smell; or taste.<br>C) Discuss solving a problem.<br>D) Give a report or information about a subject of his/her choice.<br>E) Introduce him/herself and request someone to do something.<br>2. Discuss the article: "Talking With Co-workers."<br>A) Ask what topics are not appropriate topics of conversation.<br>Use the following examples of inappropriate topics: personal problems; topics that could hurt someone such as discussing the former spouse of a divorced person; and profane subjects.<br>B) Remind students that gossiping about co-workers can damage relationships and cause people to lose respect for you.<br>3. Practice introducing each other. Divide class into pairs . Have one student introduce a second student to the class. Tell the name of the student and the job field in which they are interested. Then have the second student introduce the first student to the class and tell about his/her job interests. Continue with each pair of students until the entire class has had a chance to introduce someone and be introduced by someone. |
| 2. Asking for information, by pinpointing what information is needed. | Student will ask specific questions relating to a topic to obtain desired information. | "Communication Skills That Work" Book #1. Page 42-44.<br>Job World software: "Successful Interviewing: Selling Yourself" | 1. Have students learn how to operate a particular type of computer software by asking specific questions. Select a student who has operated the computer using that particular software program. Then, select one or two students to ask specific questions so that they are are able to start using the program.<br>2. Use workbook pages 42-44. Have students practice giving directions.<br>3. Use computer software and have the students work independently. |

## Subject Area: Initiating Social Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Responding to criticism. | Student will select appropriate method to respond to criticism from the list of guidelines. | Contemporary Books: "Communication Skills That Work" Book #2. Page 82-84. Handout #1 "Guidelines For Responding to Criticism." | 1. Discuss how people respond to criticism. Demonstrate some non-verbal communications such as: anger; hurt feelings; and ignoring criticism. Explain that responding to criticism correctly will help in job retention skills. Work performance evaluations often contain criticisms made by your supervisor. Use Handout #1 "Guidelines For Responding to Criticism" to discuss the appropriate response. Have students practice their responses with each other by developing scenarios that could occur on the job.<br>2. Use the article "The Difficult Employee" [page 84] as a basis to discuss how to deal with criticism. As an alternative: have students discuss situations in which they have had to respond to criticism and how they responded successfully. Ask for some unsuccessful ways they may have responded and what were the consequences. Then discuss what might have been a better response. |

## Subject Area: Personal Social Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding the need for good attendance. | Student will define good attendance as being on time and not missing work except in an emergency. | Workplace Literacy software: "Workplace Social Skills." OR: "Attitudes on the Job" (Educational Design Inc.) pages 16-24.<br>Job World software: "Expectations on the Job" OR: "Surviving on the Job" (Bennett & McKnight). Page 29.<br>Handout #2 "Rules for Attendance." | 1. Have students independently use computer software.<br>2. Discuss the importance of good job attendance. Use the following topics for discussion:<br>a) being late can affect the work of others.<br>b) job performance is often based on attendance.<br>3. Use Handout #2 "Rules for Attendance." Discuss each of the rules and explain why they are necessary for the job. Discuss: poor reasons to miss work: Stayed out late the night before; want to go shopping; need to get ready for a big party.<br>4. Use workbook "Surviving on the Job" page 29: "Being Dependable." Define: absenteeism- missing work; disciplinary action - punishment; maximum - largest amount. Have student use the words in sentences about work.<br>5. Have students complete page 31 (true and false) as basis for discussion.<br>6. Use the case problems as small group discussion topics. Then have each group give their answer and use the answer as a large group discussion. |
| 2. Understanding what is meant by being honest on the job. | Student will define honesty on the job as being trusted, telling the truth, not stealing either time or things from the job. | Workplace Literacy software: "Workplace Social Skills" OR: "Attitudes on the Job" (Educational Design Inc.) pages 5-15. | 1. Have students use computer program.<br>2. Discuss ways people could be dishonest:<br>a) Steals time by wasting time or fooling around when he/she should be working.<br>b) Takes things from work (could be office supplies; equipment; or other items.) Explain how this increases expenses and affects wages. This is stealing and illegal.<br>c) Lies to people. Makes up false excuses for not going to work; makes a mistake or or breaks something and blames someone else.<br>d) Cheats the company or other people. May charge friends a lower price, or takes tips and commissions belonging to others. |
| 3. Being polite and courteous. | Student will choose friendly ways to treat customers 6 of 10 times using Handout # 4: "How Am I Doing in Treating Customers Well." | "Attitudes on the Job." Pages 72-87. | 1. Use section 7. "Treating Customers Well." Explain that fellow employees are also entitled to be treated politely. Ask students how they feel when someone treats them politely? Discuss: Why is it important to treat customers politely? How do you help customers with special needs? Define: special needs customers: Those customers who have young restless children; elderly persons; persons on crutches or in wheelchairs; persons unable to speak English; blind persons; hard of hearing persons; angry or upset persons. |

## Subject Area: Initiating Social Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Being polite and courteous. (continued) | Student will choose friendly ways to treat customers 6 of 10 times using Handout #4: "How Am I Doing in Treating Customers Well?" | Contemporary Books: "Communication Skills That Work" Book #2. Pages 55-60.<br>"Attitudes On The Job" [Educational Design] Pages 72-87.<br>"Attitudes On The Job" Pages 83-84.<br>Handout # 5 "Guidelines for Receiving Telephone Calls." | 1. Use Handout #5 "Guidelines for Receiving Telephone Calls." Discuss each point.<br>2. Practice answering the telephone politely. Have two students play parts about receiving a business call - version #1, [page 58] and version #2, page 59. Use the guidelines given in the workbook for receiving telephone calls.<br>3. Have students practice conversations in which they:<br>a) Place an order.<br>b) Look up some information (can be results of a test or other information).<br>c) Are working on a task and the telephone call interrupts the task.<br>4. Complete pages 83-84 as an evaluation of the unit on politeness. |
| 4. Grooming. | Students will complete checklist on appearance. | "Surviving on the Job" [Bennett & McKnight] pages 24-28.<br>Job World software: "Positive Attitudes Towards Work"<br>OR: Handout #6 "Recommendations for Guest Speaker"<br>EMC Publishing software: "What You Wear."<br>Handout #7 "Checklist on Appearance." | 1. Have students read pages 24-25. Discuss the importance of appearance. Use the case problems on pages 26-28 as basis for discussion.<br>Ask: Should an employer tell employees how to dress? Yes/no and why?<br>2. Have students work of computer software.<br>3. Have a guest speaker recommend and demonstrate appropriate clothing styles for various occupations. If possible, do a "make-over" on selected students.<br>4. Have students complete Handout #7 "Checklist on Appearance." Have students self-evaluate their appearance. Do not collect the forms. Begin "dress-up days" immediately after this unit. Dress-up days include good grooming; freshly washed hair; clothing etc. Students could be encouraged to try new hair styles; makeup; or clothing. If possible, students might be able to discuss what they did to get ready for dress up day in a small group situation. Reward the students on dress up day with small token gifts of makeup or other items as encouragement. |

## Subject Area: Responding Social Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Handling problems. | Student will select appropriate problem handling technique when given a situational problem. | Contemporary Books: "Communication Skills That Work" Book #1. Pages 58-63.<br>Handout #8 "Guidelines For Handling a Disagreement."<br>Handout #10 "Problem Solving Techniques."<br>Handout #9 "Applying Your Skills In Your Life." | 1. Discuss: how to handle a disagreement using the 4 guidelines in Handout #8 "Guidelines For Handling A Disagreement." Give examples of each of the guidelines. Have students talk about how they handled recent disagreements. Were they successful? If not, why not?<br>2. Discuss: problem solving techniques using the suggestions in Handout #10 "Problem Solving Techniques." Have students give other examples for each of the techniques.<br>3. Use Handout #9 Applying Your Skills In Your Life" as extra practice if needed. |
| 2. Recognizing the feelings of others. | Student will choose appropriate response when given a situational problem. | "Take This Job And Love It." Chapter 3 "Getting Along With Others." Pages 25-35. | 1. Have students read page 26, "Rapport with your supervisor." Respond to exercises 1 and 2.<br>2. Read top of page 28 "One-on-one with the boss" and emphasize the starred points on how to conduct yourself while meeting with your boss. Discuss exercise #3 as a class.<br>3. Have students read "A Boss For All Seasons" [page 29] which discusses the four types of bosses: a) the overly demanding boss; b) the ineffective boss; c) the petty type boss; and d) the know everything type of boss. Discuss the major characteristics of each types. Have students complete exercise 5 on page 32.<br>4. Read page 33 in class. Have students discuss exercise 6 using various scenarios as a class discussion. Use brainstorming as one type of discussion. Select the best solution to the three different scenarios..<br>5. Have students read "Don't Take It Personally." [page 34] Have students complete exercise 7 page 35. Discuss answers in class. |

Module Five Basic Reasoning Skills

## Subject Area: Locate and Utilize Information Sources

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Define criteria. | Student will correctly set up requirements or purpose to locate information when given a simulation problem. | Workplace Literacy software: "Workplace Reasoning Skills"<br>OR:<br>Contemporary Books: "Reading Skills That Work" Book #2. Pages 42-45.<br>Handout #1 page 1 and 2. "A Strategy For Following Directions." | 1. Have students read page 42 - "Finding information." Discuss: What kind of information is Ray looking for? How can Ray decide if the magazine contains useful information.<br>2. Define: evaluation - to determine the worth or value of something. Discuss: How would you evaluate an item if it was something you needed and useful to you?<br>3. Use Handout #1 page 1 and 2 "A Strategy For Following Directions" to discuss the step-by-step approach to planning how to complete a task. Use page 2 as an exercise to use the step-by-step task completion strategy. Discuss: Using this plan for following directions can be helpful at work if you have multi-step directions to follow. |
| 2. Comparing details. | Student will correctly select criteria to compare details of a simulation problem. | Handout #2 "Applying the Plan of Action to the Job" (Answer Sheet included.)<br>Handout #3 "Making the Best Choice" | 1. Use Handout #2 "Applying the Plan of Action to the Job". Discuss the steps included. This is the same step-by-step plan as discussed in Handout #1. Here the same idea is applied to the work place. Using this task planning method, you can avoid missing a step and when the task is completed, you can decide how to do it better next time.<br>2. Use Handout #3 "Making the Best Choice." Discuss: In Handout #2 we discussed the steps in planning a task. "Making the Best Choice" can be used as a plan to help you make comparisons among items. Notice that in Step #2 you must decide what is important to you in choosing among several items. This is setting up requirements. "Evaluating each choice" means comparing it to the requirements you selected in step two. You may have to adjust your requirements if none of the items meets all of your requirements. Rethink what features are really important to you and which you could do without. Then, compare the items again. When you have made your choice, compare your chosen item with the requirements you set for yourself. How does it match up? This is your evaluation of how well you made the choice.<br>3. Have students do "Work Out" exercise on bottom of Handout #3 for practice in decision making. |
| 3. Drawing conclusions. | Student will correctly use step-by-step procedure in "Making the Best Choice" (Handout #3) and discuss whether he/she made the correct choice or not. | Handout #3 "Making the Best Choice"<br>Teacher generated materials.<br>Contemporary Books: "Reading Skills That Work" Book #2. Pages 44-45. | 1. Discuss the choice the students made in Handout #3. Was it the best choice? If not, why not.<br>2. Use advertisements from various stores carrying similar items and have students pretend they are shopping and comparing items they would consider purchasing. Have students choose the requirements for selection. Use one of the following as additional requirements: location of store; price of item; whether or not layaway is available for item; easy payment plan.<br>2. Have students do exercise on page 44-45 for additional practice. |

## Subject Area: Classifying People, Objects and Information

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Sort Information. | Student will correctly classify items into groups. | Workplace Literacy software: "Workplace Reasoning"<br>OR: Contemporary Books: "Reading Skills That Work" Book #2. Pages 64-65. | 1. Define: classify - to assign to a category or class. Use the example of a grocery store as a place where objects are classified by category.<br>2. Discuss: Advantages of classifying by category:<br>Advantages are: 1) Easy to find items.<br>2) Easy to compare similar items.<br>3) Easy to keep a constant supply of items.<br>3. Give students lists of various foods and have them categorize the items into following categories: spices; cereals; macaroni products; baking items; and meats.<br>4. Review the steps in classifying information.<br>1) Identify purpose for categorizing : Size, Color, Type, or other reason.<br>2) Define categories.<br>3) Classify information according to category.<br>5. Use Page 73 "On the Job" as a review. |
| 2. Ranking tasks. | Student will correctly put items or tasks into logical order. | "Reading Skills That Work" Book #2. Page 75.<br>Handout #4 "Getting Organized".<br>Handout #5 "Getting Organized Exercises".<br>"Reading Skills That Work" Book #2. Page 81. | 1. Define: sequence - an order of organization.<br>2. Discuss: the use of ranking as a means of organizing tasks in the order of importance. Ask: Can you think of an example of how you would use sequencing to organize a task? Use examples: a recipe for cooking; changing a tire; building shelves.<br>3. Define: priority - requiring attention before anything else. Discuss ways of determining what should be done first.<br>1. By when the item is needed<br>2. By who wants the item (boss, co-worker.)<br>3. By how long the task will take.<br>4. Demonstrate ranking tasks giving different priorities: based on time; who needs the item; or the amount of work to be done.<br>5. Use Handout #4 "Getting Organized." Have students complete the list of tasks and put in a chart.<br>6. Have students do the exercises in Handout #5. Discuss the answers on the exercises in class.<br>7. Do exercise on page 81 and discuss in class. |

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## Subject Area: Make Estimates

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Make physical estimates. | Student will correctly estimate weight or dimensions on distance. | Workplace Literacy software: "Workplace Reasoning Skills" OR: Contemporary Books: "Reading Skills That Work" Book #2. Pages 101-103.<br>Paper grocery bag.<br>10 small items of various weights.<br>Handout #6 "Estimating Length".<br>Road map. | 1. Define: estimate - a rough calculation of value or worth. Demonstrate how people make estimates all the time. Use the following examples:<br>1) Ask them how much money would they need to go out to lunch? Give just a rough estimate of the amount of money needed.<br>2) Discuss: How did you arrive at the amount of money needed?<br>3) Discuss: In order to arrive at the estimate, you needed certain facts:<br>a) the price of food in various restaurants, and b) the type of food you wanted to eat.<br>2. Have students estimate how much an item weighs. Use various items such as: a cup; a pencil; etc. Do not use a scale. Have students estimate the weight of the item by lifting it.<br>3. Use a paper grocery bag. Tell students that the bag will hold 5 pounds of items. Have students use the items previously used in estimating weight and estimate how many items they could fit into the grocery bag before the 5 pound weight limit was reached. Then, if possible, weigh the item and see how close the estimates were.<br>4. Discuss: how experience in knowing the weight of certain items can help us estimate the weight of other items.<br>5. Have students estimate the dimensions of an item. Use a small figurine, or box and have the students estimate how long or tall it is.<br>6. Use Handout #6. "Estimating Length". Demonstrate that both lines are the same length but because of the lines on the end, it is difficult to make a visual estimate.<br>7. Have students estimate how far (in miles) it is to a given location. Use the road map and demonstrate how to estimate distances using a road map. Use a ruler and measure a selected road. Then use the map scale to estimate the miles. |
| 2. Make combined physical estimates. | Student will correctly estimate and compare 2 physical estimates. | Workplace Literacy software: "Workplace Reasoning Skills" OR: teacher generated materials.<br>Handout # 7 "Estimating Distance and Travel Time." | 1. Have students use computer program.<br>2. Show students two items separately: a box and several bags of assorted sizes; OR: an item and several different-sized boxes. Have students select the correct size bag or box using visual estimates. Discuss: there are several things to do to estimate the sizes:<br>1) Estimate the size of the item or box.<br>2) Estimate the size of each of the boxes or bags.<br>3) Compare the sizes to select the correct size.<br>3. Use screws and nuts, or bolts and nuts and socket wrenches as other examples of estimating sizes. Try to find the correct size socket wrench to fit a particular nut or bolt.<br>4. Have students read road maps, and estimate distance to a given location. Then estimate how much time it would take to drive to that location. Use Handout #7 "Estimating Distance and Time." |

## Subject Area: Make Estimates

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Make combined estimates of time and cost. | Student will correctly estimate time and cost to make or repair an item. | Contemporary Books: "Reading Skills That Work" Book. #2, page 106.<br>OR: Handout #8 "Estimating A Report" | 1. Review procedures to estimate time. Demonstrate how to calculate the charge to repair items. Have students read Handout #8 "Steps In Estimating a Repair." Students will estimate charges based on time estimates to repair an item and the cost of parts required. |
| | | OR: Guest Speaker. | 2. Choose a guest speaker from auto repair; crafts; computer word processing. Have them demonstrate how they would make an estimate for a customer. |
| | | Handout #9 "Time Estimate To Complete A Report." | 3. Have students complete the exercise in Handout #9 "Time Estimate To Complete A Report." |

## Subject Area: Planning Work Goals/Projects

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Setting job goals. | Student will correctly prepare short term and long term job goals. | Workplace Literacy software: "Workplace Reasoning Skills"<br>OR: Contemporary Books: "Work-Wise." Pages 116 - 117.<br>OR: Handout #10 "Setting Goals" | 1. Have student use computer program.<br>2. Discuss: Goals - short term and long term and use following examples of each:<br>Short-term goal: to complete the laundry by tonight. Long term goal: move to a larger apartment.<br>3. Explain how a desire or a need can be turned into a goal. This goal can be either long or short term.<br>4. Use Handout #10 "Setting Goals. Demonstrate setting of short term and long term goals.<br>Discuss: Goal setting and have students give examples of short and long term job goals. |
| 2. Organizing tasks to achieve goals. | Student will correctly put goal-related tasks in priority order. | Contemporary Books: "Reading Skills That Work" Book #2. Pages 86-87. | 1. Discuss: Organizing to complete tasks. Why organization is important. [Save time, eliminate mistakes]<br>Define: routine - a prescribed and detailed course of action to be followed regularly; a standard procedure.<br>Give the following example of procedure necessary to drive to work:<br>1. Use key to open car door.<br>2. Sit down on driver's seat.<br>3. Close door.<br>4. Fasten seat belts.<br>5. Put key into ignition.<br>6. Start car.<br>7. Drive to work.<br>Show how each task was placed in order of when it needed to be done in order to complete goal of driving to work. Starting the car and all the tasks that are associated with this task have become routine or something you do very often.<br>2. Discuss: The setting up of a routine which will help you to organize tasks and achieve goals. |
| 3. Assigning each task a specific time to complete. | Student will correctly estimate length of time needed to complete task. | Perfection Form Company "Take This Job and Love It". Pages 15-16.<br>Bennett & McKnight "Surviving On The Job" [Managing Time and Materials Effectively]. Pages 98-101. | 1. Estimate how long the tasks will take to complete. The time can then be managed easily since time will not be wasted trying to remember what to do next. Mistakes can be reduced.<br>2. Use pages 15-16 to demonstrate organizing tasks to develop a routine. Practice estimating the amount of time needed to complete tasks.<br>3. Use "Surviving On The Job" pages 98-101 and have students complete the exercises. |

## Subject Area: Make Estimates

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Identify resources needed to complete a task. | Student will correctly list items; persons; or information necessary to complete a specific task. | Workplace Literacy software: "Workplace Reasoning Skills"<br>OR: Contemporary Books: "Reading Skills That Work" Book #1. Pages 85-87.<br>OR: Handout #11 "Job Order Worksheet". | 1. Have students pretend they work in a printing company. When then arrive at work one morning a job order is waiting on the desk top to be completed.<br>Use Handout #11 "Job Order Worksheet" and have students answer the questions.<br>2. Use "Reading Skills That Work, pages 85-87 and have students complete the exercises. |
| 5. Anticipating problems in projects. | Student will review project steps and correctly determine what items are unclear. | Handout #11 "Job Order Worksheet." | 1. Ask students if they have any questions about the job order. Then ask the following questions:<br>1. Do they know what health care report is to be used.<br>2. What is meant by "back-to-back" [report is to be printed on both sides of pages.]<br>3. What color binder is to be used? [none is given]<br>4. Who would you call if you had a question? [call Penny Jackson]<br>2. How would you determine the answers to these questions?<br>1. To find out which health care report: call the author of the memo.<br>2. To find out what a printing term means: ask a supervisor, or someone he/she recommends.<br>3. You could also look to see what may have been done before and then check with the supervisor to see if that procedure is to be followed again.<br>3. Discuss: Why is it good to ask questions before doing a job if you are unsure of what should be done? |
| 6. Evaluating how well the task was done. | Student will review steps of a task and correctly decide if task was properly completed. | Contemporary Books: "Reading Skills That Work" Book #1. Page 83.<br>OR: MCE Corp. software: "Following Directions" | 1. Have students read the memo on page 83. This memo was written to workers at a community meals program. Students should complete the two problems which evaluate how well the two employees followed the directions they were given. |

## Subject Area: Problem Diagnosis/Troubleshooting

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Sorting facts for problem diagnosis. | Student will correct decide which facts are important to aid in troubleshooting equipment. | Workplace Literacy software: "Workplace Reasoning Skills" OR: Contemporary Books: "Reading Skills That Work" Book #1. Pages 113-114. Handout #12 "Sorting Facts For Problem Diagnosis."<br>OR: MCE software: Mind Castle I; Mind Castle II (more advanced]<br>Handout #13 "Diagram of a Light Bulb." "Reading Skills That Work" Book #1. Page 116. | 1. Have students use computer software.<br>2. Use "Reading Skills That Work" page 113-114. Have students think of a time when a machine they were using stopped working. Ask: "What did you do?" "Why did you do that?" "Did you know what to do, or did you have to ask someone?" "Did you know what to look for?"<br>3. Discuss three important things to know. Use Handout # 12" Sorting Facts For Problem Diagnosis."<br>a) What does the machine do? Then you can determine if it is doing what it is supposed to do. The operator's manual that comes with the machine may help tell what the machine does. An example is a light bulb: the job of a light bulb job is to light.<br>b) How does the machine do its job? Read the operator's manual or have someone explain how the machine does its job. The light bulb example: the light bulb uses electricity to heat the filament which then glows when heated giving off light and heat.<br>c) What are the parts of the machine? Machines are a system of many parts. Each part has a certain job. All the parts work together so the machine can do its job.<br>Using Handout #12 examine the parts of a light bulb and discuss how knowing the parts of an item can help locate potential trouble areas.<br>4. Discuss: how using a diagram can explain the parts of a complex machine more clearly. Compare the written description of a light bulb [Handout #12] with the diagram of the light bulb [Handout #13] Read the explanation of how the light bulb works. Notice how much more easily you can understand the diagrams.<br>5. Have students complete the questions on the bottom of page ll6. Read the explanations of how the vacuum cleaner works. After reading the explanation, answer the questions on the bottom of page ll6. |
| 2. Separate symptoms from causes of problem. | Student will identify correctly, the symptoms of a malfunctioning machine using a troubleshooting chart. | Contemporary Books: "Reading Skills That Work" Book #1. Pages 117-119. | 1. Discuss: Ways of locating the problem. Ask the following questions:<br>1. Is it is operating the way it should? Reading the manual will show how the machine is expected to work. How is the way it is operating different from how it should operate.<br>2. Are you using the equipment in the right way? Discuss: We may expect the machine to do more than it is capable of doing. For example: Using the vacuum to pick up large nails or heavy materials may not work well.<br>3. Is something wrong with its parts? Carefully look at any diagrams or graphics to determine what parts may not be working correctly. Some manuals have a troubleshooting chart that lists problems and the potential causes. |

## Subject Area: Problem Diagnosis/Troubleshooting

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 2. Separate symptoms from causes of problem. | Student will identify correctly, the symptoms of a malfunctioning machine using a troubleshooting chart. | Contemporary Books: "Reading Skills That Work" Book #1. Pages 117-119. Handout #13 "Diagram of a Light Bulb." | 2. Discuss: How simple tests may need to be conducted to determine what the problem might be. Use Handout #13 "Diagram of a Light Bulb". Let's assume that the light bulb suddenly went out. Ask yourself the following questions:<br>1. Is the light bulb operating the way it should? [No.]<br>2. Are you using the light bulb in the right way. [You have it in a socket which is connected to a power source. The power source has sufficient power to operate the bulb.]<br>3. Is something wrong with the parts of the light bulb. Carefully look at any diagrams of the light bulb and try to determine which of the parts may not be working.<br>Have students look at the diagram of the light bulb and decide which parts may not be working.<br>3. Discuss how simple tests may need to be conducted to determine the problem. This is called troubleshooting. Ask: What are some of the tests you could do with the light bulb to see why it does not work? [Questions are on bottom of Handout #12]. |
| 3. Determine cause of a problem and a solution. | Student will correctly identify cause of a problem and suggest a solution. | Workplace Literacy software: "Workplace Reasoning Skills" OR: Contemporary Books: "Reading Skills That Work" Book #1. Pages 117-120. Handout #14 "Troubleshooting a Lamp." | 1. Use the computer software.<br>2. Use "Reading Skills That Work" page 119. Have students use the troubleshooting chart on page 118 and answer the case study problems on page 119 relating to troubleshooting a vacuum cleaner.<br>3. Have students develop a troubleshooting chart for a lamp. Or use Handout #14 "Troubleshooting a Lamp." Discuss: Use of a troubleshooting chart can help in determining what the problem might be. |
| 4. Compare and select solutions to a problem. | Student will correctly choose appropriate solution after using troubleshooting chart to assess machine problems. | "Reading Skills That Work" Book #1. Pages 117-120. Handout #14 "Troubleshooting a Lamp." | 1. Brainstorm possible reasons or causes of problems on page 119. Answers will vary.<br>2. Have student use Handout #14 "Troubleshooting a Lamp" and brainstorm potential causes of a malfunctioning lamp. Review the lamp troubleshooting chart and add any causes that might have been overlooked. Ask students to rank the more probable causes of malfunctioning lamps.<br>Group the causes together:<br>1. Power does not flow: check fuses, circuit breaker, switch, plug is in wall.<br>2. Wire is broken, bulb is broken. |

## Subject Area: Problem Diagnosis/Troubleshooting

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Compare and select solutions to a problem. | Student will correctly choose appropriate solution after using troubleshooting chart to assess machine problems. | Handout #14 "Troubleshooting a Lamp." | 3. Discuss: There are 2 kinds of solutions to malfunctioning machines:<br>1) Replace or 2) Repair.<br>If a possible solution is to repair the item, can you do this yourself, or must someone else do it. Other decisions when considering repairing the item are:<br>1. How much will it cost to repair?<br>2. Which is the best solution: repair or replace? Why?<br>4. Discuss: how could the malfunctioning problem could have been prevented?<br>Suggest the following: 1) Change the way it is used; 2) Replace some parts when worn, before they malfunction. |
| | | Contemporary Books: "Reading Skills That Work" Book #1 page 121. | 1. Use page 121 as additional troubleshooting practice. Have students select a machine that they use often. Use the instruction manual from that machine to follow a troubleshooting plan. |

## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Determining occupation values. | Student will correctly determine his/her occupational values and state these values in a paragraph. | Workplace Literacy software: "Be A Winner series -- Set Your Goals."<br>OR: Job World software: "Life and Career Planning: The Future is Yours."<br>OR: Handout #1 "Occupational Orientation Matrix;"<br>Handout #2 "Internal vs. External Survey;" Handout #3 "What Are Your Occupation Values?"<br>OPTIONAL: Handout #4 "Career Planning Questionnaire." | 1. Have students work with computer software.<br>2. Have students fill out Handout #1 "Occupational Orientation Matrix".<br>Discuss: Two ways people satisfy needs through work:<br>a) by accomplishing things. [task orientation]<br>b) interactions with people [people orientation]<br>Discuss: How people combine the both orientations [task orientation and people orientation] with an emphasis placed on one or the other. Occupations are classified into families:<br>People orientation: service, business, entertainment.<br>Task orientation: technology, outdoor, science.<br>Have students score their own questions and plot his/her score on the matrix.<br>Discuss each of the 5 combinations telling student what this would mean to a person.<br>Give some examples of occupations in those categories.<br>3. Have students use Handout #3 "What are your Occupation Values?" Students will score their own answers. Discuss: The 5 values: security; status/recognition; financial reward; self expression; personal relationships. Stress that there are no wrong answers. Each person is unique. Knowing your own values will assist with career selection.<br>4. Have students use Handout #2 "Internal vs. External Survey". Discuss: The personality characteristics of internal versus external orientation and types of jobs that would interest each type. Stress that knowing what type of personality you have can assist in selecting a job that can be more enjoyable and cut down on job stress.<br>5. Have students combine their interest sheets and write a short paragraph about themselves and their job interests. Use example:<br>"I am a high task, high people person. The jobs I am suited for could be working with people and getting lots of things done. Security is very important to me since I have a family to support. I have a balanced score on the internal versus external orientation survey which means I can work either alone or with people. The types of jobs that would most likely suit me are: salesperson, personnel manager, teacher, and other occupations similar to these."<br>Have students look through occupation lists to choose those careers that most closely match the student.<br>6. Divide students into small groups using the 5 combinations from the occupational matrix in Handout #1. Have students brainstorm among themselves about possible occupations that would fit their orientation. |

## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 2. Setting career goals. | Student will use his/her career values to select a possible career and set long term and short term goals. | Workplace Literacy software: "Workplace Reasoning Skills."<br>OR: Job World software: "Be A Winner - Set Your Goals"<br>OR: Contemporary Books: "Work-Wise." Pages 1-11; pages 57-66.<br>OR: Handout #5: "Types of Goals."<br>Handout #6: "Action Steps in Goal Setting."<br>Handout #7: "My Dream Job." | 1. Have students work with computer software.<br>2. Use Contemporary Books: "Work-Wise". Pages 1-11. "Taking Stock of Yourself." Have students complete the exercises. Use pages 57-66: "Making the Right Choice" which deals with choosing between several jobs using various criteria.<br>3. Use Handout #5 "Types of Goals." Discuss: The types of goals: long range, medium range, short range and mini goal. Give examples of each type of goal. Have students give examples.<br>4. Have students complete Handout #7 "My Dream Job." Discuss: "What is your dream job?"<br>5. Use Handout #6 "Action Steps in Goal Settings." Have students use the last two questions on "My Dream Job" and set up long range, medium range, and short range goals.<br>6. Discuss: Setting up a calendar that will list the dates of completion for each of the 3 goals. Define: tasks - the steps needed to achieve a goal. Tasks are mini goals that can be completed in a chore period of time. Have students break down a short range goal into specific tasks.<br>Tasks are: 1. Find a place to learn to type.<br>2. Find out dates of classes.<br>3. Find out if there is a charge.<br>4. Check your schedule to see if the typing class will fit.<br>5. Sign up to learn to type.<br>Put the completion due dates beside each task. Plan a review of each of these tasks in one month. |
| 3. Identify employment barriers and strengths. | Student will identify education; training; personal barriers and strengths that may affect his/her job search. | Workplace Literacy software: "Be A Winner - Be motivated"<br>Teacher-generated materials. | 1. Define: barriers - things that get in the way of goals. Give examples of internal barriers: "I am too old to change, " or "I can't do that." Internal barriers are things within you. Discuss: What other internal barriers might you have? How would you change that barrier?<br>2. Give an example of external barriers: a lack of training or education for a particular job. External barriers are things outside you. Discuss other external barriers. Ask how could you change barriers?<br>3. Discuss: Education as a barrier. "What are the internal barriers in education? Example: "I'm not smart enough to do that." How could you change that answer?- - -"I'm willing to try and see if I am able to learn to do that." What are external barriers in education? Example: A job requires a college degree, or technical school training. Can you change this barrier into a strength? Yes, by completing the requirements such as high school, technical training, or college.<br>Discuss: Internal barriers as walls we build inside ourselves to prevent us from achieving a goal.<br>Discuss: External barriers as things outside of us set up by others that hinder our progress toward a goal. |

## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Identify employment barriers and strengths. (continued) | Student will identify education; training; personal barriers and strengths that may affect his/her job search. | Workplace Literacy software: "Be a Winner - Be Motivated."<br>Teacher-generated materials.<br>Handout #8 "Barriers" | 4. Discuss how education can be a strength: better jobs, more choices of job, improved self esteem Discuss training as a barrier: "What are the internal barriers in training?" Use example: "I'm too old to learn computer training. Or, I don't understand computers, I can't do that job."<br>Discuss other external barriers that the students may suggest. Example: "The location of the training is too far away." Or, "The length of time required for the training is too long.<br>Ask: "What can you do to change this barrier?"<br>5. Discuss personal barriers. Examples of personal barriers are:<br>a) You are not sure how to begin an effective job search. Job applications are confusing to you. You have no idea how people find job leads. You don't know anybody. You do know that some people get a job because they "knew somebody." You don't know what to say to employers and interviews scare you. You don't look for a job because you are afraid.<br>b) You give up looking for work too soon because it seems no one will interview you.<br>c) You have weak points in your past that bother you, such as changing jobs a lot.<br>6. Use Handout #8 "Barriers." Have students check off those barriers that they see in themselves. Discuss some of the barriers, and ways of overcoming them. Have class discussion about overcoming barriers. |
| 4. Managing transportation. | Student will identify transportation problems and suggest possible solutions. | Job World software: "Buying A Car"<br>Contemporary Books: "Work-Wise." Pages 59-60.<br>OR: Teacher-generated materials.<br>Handout #9 "Transportation." | 1. Give students one classified advertisement each. Have them pretend that the company has an opening for the perfect job. Describe what means of transportation you would use to get to:<br>a) The interview which is scheduled at 2:00 P.M. on Tuesday. Discuss the various types of transportation available: bus, walk, drive with someone, drive your own or someone else's car.<br>Discuss: Possible problems with public transportation such as: schedule times, cost, location of stop.<br>Discuss: Possible problems with private transportation such as: finding someone to drive you to the location, no driver's license, or no car available.<br>2. Use Handout #9 "Transportation" and have students answer the questions and discuss answers.<br>3. Have students complete practice problems on page 93 which compares cost of cars and public transportation.<br>4. Have students use software: "Buying a car."<br>5. Have students work on pages 110-117: "Checking out a used car" and "Buying car insurance."<br>6. Have students summarize what they plan to do to get to work. |

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## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 5. Managing child-care. (optional unit) | Student will identify child care concerns and suggest solutions. | Contemporary Books: "Work-Wise." Pages 84-86<br>Guest Speaker: Child care agency. | 1. Discuss with students what child care arrangements they have made. There are 3 basic types of child care available: a) care in child's home; b) family child care; and c) child care center. Discuss: Advantages and disadvantages of each type. Discuss: Comparison of child care arrangements: location; cost; flexibility of time; provision in case of illness.<br>2. Use "Work-Wise" pages 84-86.<br>3. Have guest speaker from private or government agency to discuss child care assistance for low income families.<br>4. Have student summarize what choices would be acceptable and give reasons for choice. |
| 6. Developing good work attitudes. | Student will improve his/her work attitudes using a pre and post test evaluation of job-related attitudes. | Workplace Literacy software: "Job Attitudes: Assessment and Improvement"<br>Perfection Form Co: "Take This Job and Love It." | 1. Have students complete computer software pre-evaluation of job-related attitudes. The desirable attitudes include: motivation, cooperation, responsibility, and self confidence. Discuss: The desirable attitudes and give an example of each. Have students suggest examples.<br>2. Have students work through "Take This Job and Love It." Select chapters as needed.<br>Chapter 1: Company policy on absences, gossip, listening, habits, and appearance.<br>Chapter 2: Positive attitude, time management, problem solving ability, basic job skills.<br>Chapter 3: Communications, types of bosses.<br>Chapter 4: Job complaints, solutions to boring jobs, repetitive tasks, goals setting for quota achievement, stress management techniques.<br>Chapter 5: Working towards promotion, looking for opportunities for training, and developing leadership qualities. |
| 7. Evaluating appearance. | Student will assess his/her appearance and set goals for improvement. | Workplace Literacy software: "Job Success: Looking Good." OR: teacher-generated materials<br>Guest Speaker: wardrobe consultant. | 1. Have students use computer software. The software covers good grooming, clothing care, the principles of style and color, and building a working wardrobe.<br>2. Have a guest speaker to discuss the same topics as covered in the software. Have students do a self-color analysis to determine his/her most flattering colors.<br>3. Have students do a self-wardrobe analysis and develop a wardrobe plan for work wardrobe.<br>4. Discuss and demonstrate the difference between interview clothing and a work wardrobe. Use examples of a practical nurse who goes for a job interview dressed in a suit, however the work wardrobe will be the white nurses' uniform. |

## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 8. Finding a job. | Student will list places to look for job vacancies. | Workplace Literacy software:<br>"Your First Job"<br>Jist Works Inc:<br>"Getting the Job You Really Want." Pages 37-52. | 1. Have students use software program.<br>2. Use: "Getting the Job You Really Want." Have students complete pages 37-41:<br>"Traditional Methods of Job Hunting." Information contained includes:<br>Filling out applications; answering want ads; going to Job Service; sending out resumes; using private and/or temporary employment agencies.<br>Discuss the advantages and disadvantages of each of these categories.<br>3. Pages 43-52. "The Hidden Job Market." These are jobs that are available that have not been advertised.<br>Define: network - an informal group of people who have something in common.<br>Discuss: The use of a network to find out job openings.<br>Define: networking - the process used in contacting these people. This can be telephone calls, personal visits, introductions by friends to these people, and chance meetings.<br>Discuss: How calling one person or company and asking for other companies with possible openings can mount into a large number of opportunities. |
| 9. Interviewing for a job. | Student will properly complete a job application and will respond in a positive manner to interview questions. | Workplace Literacy software:<br>"Filling Out Job Applications"<br>"Successful Job Interviewing"<br>"The Four Stages of Interviewing."<br>Teacher-generated materials. | 1. Have students use software programs.<br>2. Have students fill out practice job applications. Evaluate the applications for neatness, completeness, accuracy, and readable writing.<br>3. Conduct mock interviews using the job applications as guidelines. Evaluate students on their appearance and ability to answer questions appropriately.<br>4. Discuss the questions that are illegal in an interview:<br>1. How old are you?<br>2. Are you single or married?<br>3. Do you have children or are you planning to have children?<br>4. Do you have child care arranged? What would you do if your child was sick on a work day?<br>5. Do you live by yourself?<br>6. Questions about handicaps, race, country of origin, often are requested but should not be discussed during the interview. These questions are only to be used to meet federal requirements. |
| 10. Writing a resume. | Student will prepare his/her own resume. | Workplace Literacy software:<br>"Resumes Made Easy."<br>OR: "A Micro Job Search-Tool Kit." | 1. Discuss the purpose of a resume. Show different types of resumes:<br>Functional: categorized by the type of job.<br>Chronological: categorized by years.<br>2. Have students develop their own resumes using computer software guidelines.<br>3. Describe: The use of a cover letter with a resume. The purpose of a cover letter is to briefly request an interview for a specific job and/or to briefly describe your skills and abilities. Have students write a cover letter and critique each letter in class. |

## Subject Area: Job Retention Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Setting job goals. | Student will set long term and short term goals. | Workplace Literacy software: "Reasoning Skills On the Job" [by specific career cluster].<br>Contemporary Books: "Work-Wise." Pages 116-126.<br>Job World software: "Life and Career Planning: The Future is Yours."<br>Handout #10 "My Career Goals" | 1. Have students use computer software.<br>2. Have students read page 116 and discuss: "What do you want to achieve?" Use the opportunities listed as a basis for discussion. Have students add their ideas of job goals.<br>3. Have students answer questions 1-7 about working and setting goals. Discuss answers.<br>4. Use Handout #10: "My Career Goals." Have students complete the questions. |
| 2. Evaluating your job success attitudes. | Student will determine his/her own job performance using questions for self evaluation. | Steck-Vaugh: "How To Get A Job And Keep It." Pages 63-69.<br>Handout #11 "Questions for Self Evaluation." | 1. Discuss the following:<br>1) Advancement in your job requires setting up some guidelines and preparing yourself.<br>a) Do your job well. Be a careful, efficient worker. Ask: What does this mean to you? What does it mean if you were a boss?<br>2) Show a sense of responsibility.<br>3) Be willing to perform extra duties or work overtime as needed.<br>4) Get to know the company and show interest in the company.<br>5) Watch for opportunities for advancement.<br>2. Discuss the meaning of the following terms as they might be used to describe an employee: Dependability; efficiency; good health; initiative; reliability; promptness; ability; loyalty; persistence; helpfulness; cheerfulness; willingness.<br>3. Have students fill out Handout #11 "Questions for Self Evaluation." Discuss their answers in terms of achieving goals and setting goals for the future. |
| 3. Understanding relationships with co-workers and the boss. | Student will be define "people skills" and tell why these skills are important. | Educational Design: "Attitudes On The Job." Pages 49-61.<br>Bennett & McKnight: "Surviving On The Job." Pages 43-47.<br>Workplace Literacy software: "Working With The Boss." "Working With Others." "Be A Winner," "Be Assertive"<br>Perfection Form Co. "Take This Job And Love It." Pages 25-35 | 1. Define: people skills - the ability to get along with others.<br>2. Have students work on the computer software.<br>3. Discuss the leadership styles of bosses:<br>a) overly demanding boss: insists on excellent work from employees with no errors.<br>b) ineffective boss: makes many errors but will never admit to them. Resents employees who have more education.<br>c) petty type boss: is super critical of others. Doesn't get along with others. Encourages quarreling among others by showing favoritism or carrying tales about others.<br>d) know-everything type: doesn't trust workers to do anything right. Doubts everyone's abilities and constantly watches everyone to catch them making a mistake.<br>4. Use exercises in "Take This Job And Love It," pages 29-32. Discuss how to respond to the various types of bosses. Have students discuss how they would respond. Discuss whether this is appropriate and what the results might be. |

## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Understanding relationships with co-workers and the boss. | Student will be define "people skills" and tell why these skills are important. | Educational Design:<br>"Attitudes On The Job." Pages 49-61.<br>Bennett & McKnight:<br>"Surviving On The Job." Pages 43-47.<br>Workplace Literacy software:<br>"Working With The Boss."<br>"Working With Others."<br>"Be A Winner;" "Be Assertive"<br>Perfection Form Co.<br>"Take This Job And Love It."<br>Pages 25-35 | 4. Define: hostility - a feeling of ill will. Discuss: What kinds of problems may result because of this feeling between co-workers [examples: slow down of work, mistakes, quarreling.]<br>Define: cooperation - working together. Discuss: Guidelines to follow in working with others.<br>a) Be courteous and polite at all times. Give examples of this on the job.<br>b) Develop a friendly attitude. Ask: "What is meant by this?"<br>c) Ignore negative statements made by others. Ask: "What are some negative statements?"<br>d) Don't become involved in gossip. This spreads wrong information and sometimes lies.<br>e) Learn to accept other people's faults. Ask: "How do you deal with someone who smokes and leaves ashtrays overflowing all over?"<br>f) Control your temper. Discuss: "Ways of controlling temper."<br>g) Accept criticism without being offended. Ask: "What is meant by this?" |
| 4. Managing job and home. | Student will define what is expected of his/her at home and at work and discuss how he/she will cope with the demands. | Contemporary Books:<br>"Work-Wise." Pages 80-92.<br>Handout #12 "Work and Home Part I"<br>Handout #13 "Work and Home Part II" | 1. Discuss: Not all parts of every job are pleasant and happy. Some parts may be boring, repetitive, or done in unpleasant environments. Give examples: boring - waiting as a cashier in a store with few customers and having nothing to do. Repetitive - Doing the same thing over and over and over many times per day. Unpleasant environment - Outside on a cold winter day or a hot summer day or in a high stress atmosphere. Ask: "How would you deal with these areas?"<br>2. Discuss areas of your personal [off the job] life that can have an impact on how you feel on the job.<br>a) social life: people need to interact with others regularly. It should be balanced--not too many late parties every night, nor never meeting with people except on the job. Have students discuss how social lives off the job can affect your job.<br>b) money problems: if you spend more money than you make, tension of trying to make ends meet can result. How can you deal with this?<br>c) family problems: a parent or child who is ill, child care problems, or other family concerns can affect your job. Example: sick child keeps you awake all night and you arrive late to work and very tired and as a result make many mistakes.<br>3. Have students fill out Handout #13 "Work and Home Part II." Discuss answers.<br>Use "Work-Wise:" - A Balancing Act. |

## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Managing job and home. | Student will define what is expected of him/her at home and at work and discuss how he/she will cope with demands. | Contemporary Books: "Work-Wise." Pages 80-92. Handout #14 "Work and Home Part III". | 4. Discuss: How work habits affect home life. Use Handout #14 "Work and Home Part III".<br>a) Long hours at work. Always working late reduces time for significant others; long hours can affect health. What can you do to change this?<br>b) Competition at work: You are ambitious and always working hard to get ahead of others.<br>c) Traveling a lot on the job: Your job requires that you travel and sometimes you must leave at very early hours or arrive home very late in order to meet transportation schedules. What impact will this have on your family? What can you do to cut down on problems?<br>d) High on the job stress: Your job is a very demanding job. Everything is done on a tight deadline, or is life threatening in some manner. [Example: an emergency room nurse.] How can you handle this? [Suggest: develop a routine to reduce stress level before going home.]<br>5. Have students evaluate parts of their life: Work/home/personal. Are there any areas that occupy your entire attention or most of your attention? Can you do something to more evenly divide your life? Discuss: Occasionally one part of your life demands more attention at the moment and it is okay to concentrate in that area for a limited time. Example: getting married, starting a new job. |
| 5. Leaving a job. | Student will give the appropriate responses on how to deal with leaving a job. | Contemporary Books: "Work-Wise." Pages 121-126. Handout #15 "Is It Time For A Change." | 1. Discuss: Leaving a job can occur voluntarily or involuntarily. Examples are as follows:<br>Voluntarily leaving - found a new job; look for a new job; attend school; move from area; illness.<br>Involuntarily leaving - layoff due to lack of work; fired [dismissed]; place closes down.<br>Ask: "What other reasons might cause you to leave a job?"<br>2.Have students fill out Handout #15 "Is It Time For A Change?" Discuss answers.<br>3. Ask: "Why would you decide to change jobs? Answers expected: "To advance in a job; to earn more money; move from the area; return to school for more education."<br>Discuss: Why you should never tell people at work about your decision to leave? Answers may be:<br>a) "You could lose your present job; create hostility of part of co-workers or supervisor; create an opportunity for gossip."<br>Discuss: "Should you quit your job before finding a new job?" Answers: "No. Reasons are:<br>a) Because you will not have a paycheck if you quit.<br>b) Employers prefer to hire someone who already has a job rather than someone who does not.<br>Discuss: What should you do if you decide to resign? Answer: Inform your supervisor as soon as possible. As a rule, try to give two weeks notice before leaving. Write a letter of resignation using the guidelines in "Work-Wise," page 123. Explain why you are leaving.<br>4. Use Handout #16 "Guidelines For Advancing At Work" Discuss: Importance of knowing your job goals so that you can determine whether they are being met or bypassed. |

## Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 6. Managing appearance. | Student will develop a work wardrobe plan. | Workplace Literacy software:<br>"Job Success: Looking Good"<br>Job World: Video:<br>"Your Appearance II: On The Job"<br>EMC software:<br>"What You Wear"<br>Guest Speaker: clothing consultant. | 1. Have students use software or view video tape.<br>2. Discuss: Your appearance creates an impression about you. Give examples from magazines, or other sources. Demonstrate how impressions about a person are gained from appearance. Use old clothing or other items and dress yourself or others in inappropriate clothing. Discuss the impression this appearance made about your opinion of the person. Ask: "What clothing is appropriate for a secretary or a salesperson who has a lot of public contact? What clothing is appropriate for a factory job? Are the styles different? If so, why?" Point out that the safety requirements of factories may affect the type and style of your clothes.<br>3. Discuss clothing care and maintenance: sewing torn seams; replacing missing buttons; stain removal and appropriate fit [neither too tight or too loose, or too revealing.]<br>4. Have a clothing wardrobe consultant as a guest speaker. This could be a department store consultant or other person who could discuss color combinations and wardrobe building techniques.<br>5. Have students develop a wardrobe plan by listing the following:<br>a) What items are in their wardrobe, include colors.<br>b) What items are needed to build a flexible wardrobe appropriate for their job.<br>Help students analyze the plan and make adjustments as required. Set up a budget to do this.<br>6. Have a cosmetologist discuss hair care and makeup.<br>7. Discuss: Determining appropriate clothing by observing co-workers clothing. Unless told differently by a supervisor or manager, dress similarly to co-workers working in your same general location. Stress that employees in factory situations need to consider whether they work in an office area or a manufacturing area when deciding on appropriate clothing. |

Subject Area: Job Search Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 7. Developing good health habits. | Student will apply appropriate hygiene habits. | Bennett and McKnight: "Surviving On The Job" pages 85-91. [Good Stress/ Bad Stress]<br>Guest Speaker: nurse or doctor. | 1. Have students examine their health habits in the following areas:<br>a). Diet. Eating 3 balanced meals per day. Reducing amount of "junk food. " No overeating and eliminate between meal snacks.<br>b) Drugs, alcohol and cigarettes. Discuss the effects of these substances upon the body. Have a nurse or doctor or other person present this lesson.<br>c) Sleep. The body requires appropriate amounts of rest in order to refresh itself. Discuss the effects of lack of sleep upon your ability to do your job safely and becoming sick often.<br>e) Physical checkups. Detecting problems early before serious diseases result. Use the examples of: high blood pressure and cancer which can be fatal if untreated.<br>f) Mental Health. Keeping a positive outlook, and reducing stress levels. Maintaining a balanced schedule including work, home and personal time.<br>g) Cleanliness. Reducing objectionable body odors by showering, daily brushing and flossing of teeth; using deodorant, breath mints or mouthwash. Hair should be neat, clean [washed often] and combed. Nails should be trimmed and clean, polished as appropriate. Shoes and clothing clean and appropriate for job.<br>h) Exercise. Keeps you in shape and reduces fatigue.<br>Discuss how neglecting these areas can affect promotions and retention. |

Module Seven Life Skills

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding who I am. | Student will correctly identify his/her values, needs and personality. | Handout #1 "Who Am I"<br>Large mirror.<br>Job World software: "Positive Attitudes Toward Work." | 1. Bring in a large hand mirror or framed mirror. Have students come forward, one by one, and look in the mirror. Then return to their seat and complete Handout #1 "Who Am I?" Use the following as discussion questions:<br>a) How many people included eye color; hair color; age; clothing being worn; size [tall, short fat, skinny].<br>b) How many people began to describe themselves as "single; married; divorced; parent; old; young; or by the job they have [secretary, typist, assembler, mechanic etc.)<br>Discuss: There are many parts that make up the total package of who we are. Some things about us can be seen by everyone. For example: whether we are tall or short. This is only one part of who we are: our physical selves. Anyone walking down the street, or coming into this room would see only the physical part of us. You probably did this when you described your classmate. Discuss the differences in the two descriptions: one done by the student, the other by the classmate.<br>2. Those of you who began to describe yourself by telling us you were: single; a parent; a secretary; a mechanic; were describing yourself by what you have done. These are deeds or achievements that are not visible to anyone unless you tell us. We can't tell by looking at you what mistakes you may have made, or what problems you may have, or even how smart you are. These are deeds that are not visible as we look at each other. This means that no matter what we have done, and no matter what has happened to us in the past, no one can see these things unless we choose to tell them. All of our past does not exist and we can forget. Any past mistakes are gone because no one can use them to describe us because they can't see them. |
|  |  | Handout #2 "Unhappy Times." | 1. Have students fill out Handout #2 "Unhappy Times" and describe unhappy or unpleasant times. Allow 5 to 10 minutes to complete handout and fold the paper so the writing can't be seen.<br>Discuss: We store up things in our minds that no one else can see except us. These are the problems, mistakes, and unpleasant or unhappy memories that we store in our "self-image" box. Sometimes, that self-image box gets so full of bad memories that do not show us as we really are. Then, it is time to clean out our "self-image" box. It's like sorting clothing in our closet that don't fit us because we have changed sizes, or don't like the color. However, we keep stuffing more and more clothing into the closet until there is no more room for new items. So we clean the closet.<br>When you wrote down all the unpleasant, unhappy things, you were cleaning out your "self-image" box. All the things that you don't like and may not really describe you are on that paper. |

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding who I am. (continued) | Student will identify his/her values, needs and personality. | Handout #2 "Unhappy Times"<br>Metal trash can, matches (or lighter) and water. | Let's get rid of these things! Tear those papers into small pieces and place in the metal trash can. From now on, you can only place happy images in your "self-image" box. Happy images are the compliments we pay ourselves. For example: "What a good job I did; I look pretty in this outfit; I'm really creative; My hair looks beautiful." If someone tries to slip in a negative image of us in our "self-image" box, pull out a happy image instead and mentally pretend to close the lid to help remember to keep out the unhappy things. Remember, people can only see the things on the outside of us. |
| | | Handout #3 "I Am A Person Who. . ." | 1. Have students fill out Handout #3 "I Am A Person Who. . ." and self-score it according to the instructions on the second page. There are no right or wrong answers.<br>Discuss: The way we think about ourselves is called a "self concept." Self concept has 5 categories:<br>1) General, which describes you as a person.<br>2) Your idea of your thinking abilities.<br>3) Your idea of your physical appearance<br>4) Your social relationships<br>5) Your image in school and studying.<br>Each of us has a different idea of ourselves. Sometimes positive or negative depending upon the situation. Understanding how we think of ourselves can explain why we make the choices we do. Self concept does not mean the same as abilities. A person could be very capable in some areas, yet think he/she is not capable in this area. For example: a good cook who thinks she/he can't cook. This is an unrealistic self-image and can lead to problems. An example of the damage an unrealistic self-image can do to a person is the eating disorder aneroxia. A person with a self-concept of being over weight (even though this is not true) will stop eating in order to lose weight. However, since the person is unable to see the true image of him/herself; the concept of "too fat" continues even when he/she is really thin. Have student review negative areas on Handout #3 and make plans to change these areas over a period of time. |
| | | Handout #4 "Ten Steps To Brighten Your Life."<br>Handout #5 "Why Should I Think About Self Esteem?" | 1. Have students do one of the ten steps each day for ten days. Continue working on the ten steps and keep a journal to record what was done and the results.<br>2. Discuss: Why is self esteem important? Use Handout #5 as discussion topics. |

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding Who I Am. (continued) | Student will identify his/her values, needs and personality. | Handout #6 "Personality Profile."<br>Handout #7 "The Me Nobody Knows."<br>Handout #8 "Personality Mosaic." | 1. Have students complete Handout #6 "Personality Profile" and Handout #7 "The Me Nobody Knows." Briefly discuss these handouts have the student focus on his/her good qualities. If anyone chooses to share a dream let him/her do so and applaud their efforts, but do not force anyone to share.<br>2. Have students complete Handout #8 "Personality Mosaic" and self-score the answers. Ask: "Were you surprised to discover the type of personality you have? Does knowing the type of you have change you ideas about possible jobs in which you might be interested." Brainstorm about the types of jobs that might suit the different personalities. |
| 2. Understanding My Values. | Student will list in written form his/her basic values. | Job World software: "Values and The Work Ethic."<br>Handout #9 "The Perfect Person."<br>Handout #10 "Truths."<br>Handout #11" Do You Agree?"<br>Handout #12 "You Decide." | 1. Have students work on software.<br>2. Have students complete Handout # 9 "The Perfect Person." Ask: "Are you perfect? Is anyone perfect?"<br>3. Have students complete Handout #10 "Truths." Stress that in order to be considered true, the statement must agree with experience, facts, or reality. If you believe the statement is true, do nothing. If you believe the statement is not true, rewrite the statement to fit what you believe is true.<br>4. Have students complete "Do You Agree?"<br>5. Have students complete the story endings based on their decisions. Review with the students the dictionary definition of value - a principle, standard or quality considered important. Ask: "Are all values the same?" [Answer: no] Each person determines what values are important to him/herself. Ask:"How can your values affect your job?" Example: You believe that you should never say harsh or unkind words. However, your boss is hostile and angry toward everyone. How would this make you feel? Or: You are expected to do something that you considered wrong such as change records to cover up problems, or discard items you know could be used by someone. How would this make you feel? |
| 3. Assessing Appearance. | Student will evaluate his/her appearance and suggest changes. | Learning Seed: Video tapes: "Color in Clothing." "Fashion in your Figure." "Clothing: An Intelligent Buyers Guide."<br>Guest Speaker: Hair stylist.<br>Handout #13 "Wardrobe Analysis." | 1.Discuss: How appearance relates to "feeling good" about yourself. Ask" Have you ever worn an outfit you knew looked good on you, and you felt great wearing? Remember how you felt?" If you feel good about yourself you will give a more confident "in charge" image and people will notice this. Ask: How could this "good feeling" about yourself affect your home life and workplace image?<br>2. Use the "Color in Clothing" video tape to demonstrate how color can affect our appearance and how we feel about ourselves. Discuss: Appearance is more than just "how we look at work" it also carries over into our home life too.<br>3. Discuss: Hair style and appearance. Have hair stylist discuss various styles that would be suitable for members of the class.<br>4. Have students evaluate their casual "at home" wardrobe. Is it in good repair [no missing buttons, snaps, broken zippers, or rips needing attention]. Ask: What could you change to improve this wardrobe?<br>5. Have students fill out Handout #13 "Wardrobe Analysis" and discuss improvements that could be made. |

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Assessing appearance. | Student will evaluate his/her appearance and suggest changes. | Handout #13 "Wardrobe Analysis." | 6. Discuss: Shopping for "bargains." Ask: Where could you go to find good inexpensive clothing? Suggest: yard sales; clothing consignment shops; thrift shops. Ask: Could you exchange clothing with with friends or relatives? What else could you do to save money or clothing? |
| | | Guest Speaker: Aerobics instructor. | 7. Discuss: Body shape/figure. Ask: Are you satisfied with your body shape? Is it possible to change? Suggest setting up an exercise class with the students. Have a guest speaker discuss the importance of importance of exercise for fitness. Fitness centers are sources of aerobics guest speakers.<br>8. Have students develop a plan for improvement. Include hair, clothing, and physical fitness as parts of the plan. Set a time schedule during which this plan will be implemented such as 3 to 6 months.<br>9. Take "before" pictures. Students will work on appearance and physical fitness for the time frame of the plan. After several months, take "after" pictures to show the results of changes. |
| 4. Understanding my needs and my wants. | Student will list his/her needs and desires. | Handout #14 "Your Ideal Life."<br>Handout #15 "Fun Things."<br>Handout #16 "Treat Yourself." | 1. Have students complete Handout #14 "Your Ideal Life" by daydreaming about his/her big and small needs.<br>2. Ask: What is fun to you? Have students complete Handout # 15 "Fun Things." Discuss answers.<br>3. Have students complete Handout #16 "Treat Yourself." Ask: How strict are you with yourself before you treat yourself? |
| | | Handout #17 "Common Needs." | 4. Have students complete Handout #17 "Common Needs." Discuss: Needs are not always material things, they can also be other things. Give examples of non-material needs: acceptance as an individual by family and friends; love and security in your life. |
| | | Handout #18 "Maslow's Hierarchy Of Needs." | 5. Use Handout #18 "Maslow's Hierarchy Of Needs" as a basis for discussion of how our needs are a step-by-step pyramid. In order to get to the higher levels, we need to form a good secure base.<br>6. Use Handout #17 "Common Needs." Have the students decide where on the pyramid scale a certain need is found. Have students determine whether their needs are low, medium, or high. Categorize as follows: low level = passed that level; medium level = working in that level; high level = have not gotten to that level. Have students determine where they are on the pyramid scale and if they are working on too many levels at once. Discuss: This is scattering your resources and leaves you feeling insecure and anxious. Ask: What level should you be working on now? Answer: The lowest level on the pyramid scale. If you have satisfactorily completed that level, tell why you think that is the case.<br>7. Have students set approximate goals to achieve mastery of the first 2 levels and begin working on level 3 as necessary. |

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 5. Developing good health habits. | Student will apply appropriate hygiene habits. | Bennett and McKnight: "Surviving On The Job." Pages 85-91. [Good Stress/ Bad Stress]<br>Guest Speaker: nurse or doctor. | 1. Have students examine their health habits in the following areas:<br>a). Diet- Eating 3 balanced meals per day. Reducing amount of "junk food. " No overeating and eliminate between meal snacks.<br>b) Drugs, alcohol and cigarettes. Discuss the effects of these substances upon the body. Have a nurse or doctor or other person present this lesson.<br>c) Sleep. The body requires appropriate amounts of rest in order to refresh itself. Discuss the effects of lack of sleep upon your ability to do your job safely and becoming sick often.<br>e) Physical checkups. Detecting problems early before serious diseases result. Use the examples of: high blood pressure and cancer which can be fatal if untreated.<br>f) Mental Health. Keeping a positive outlook, and reducing stress levels. Maintaining a balanced schedule including work, home, and personal time.<br>g) Cleanliness. Reducing objectionable body odors by showering; daily brushing and flossing of teeth; using deodorant; breath mints or mouthwash. Hair should be neat, clean [washed often] and combed. Nails should be trimmed and clean, polished as appropriate. Shoes and clothing clean and appropriate for job.<br>h) Exercise. Keeps you in shape and reduces fatigue.<br>Discuss: Neglecting these areas can affect your and others opinion of you. |
| 6. Reducing personal danger. | Student will respond with appropriate preventative measures to protect his/her personal safety. | Handout #19 "Lady Beware Series" [A series of 9 fact sheets for protection of self and possessions]<br>Guest Speaker: Police officer. | 1. Set up a woman's pocketbook to contain the following:<br>a) a bank envelope containing a large amount of play money.<br>b) bank deposit slip showing account number which could allow cashing of checks by writing bank number on back of check.<br>c) keys with full identification of name, address and telephone number.<br>d) credit card or food stamp books with identification cards together.<br>e) change purse with bills and coins mixed together.<br>f) keys to car and house on same key ring.<br>g) open handbag, not zippered, or closed.<br>2. Have students look through pocket book and list 7 items that should be changed. See Handout "Organize Your Pocketbook and Prevent Crime" [Part of the Lady Beware Series].<br>3. Discuss: Do not place pocketbook in shopping cart while shopping since it is easy to leave your pocketbook unprotected if you step away to get something off a shelf. Review rest of "Lady Beware in a Supermarket" with the class. Discuss: Why should you follow these steps? If there are men in the class use Handout: "Shopper Beware in the Supermarket."<br>4. Select other handouts of the "Lady Beware" series as appropriate and use for discussion.<br>5. Have police officer discuss personal safety, not walking alone very late at night in dark areas. Have recommendations for self protection defense such as mace, whistle, or other suggestions. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Balancing work and home demands. | Student will schedule time for work and personal time. | Contemporary Books: "Work-Wise" Pages 80-92.<br>Lawrence Products software: "Positive Parenting."<br>Cambridge Home Economics: video tape: "Is There Life After Housework?"<br>Handout #20"Time Management I."<br>Handout #21"Time Management II."<br>Handout #22"Time Management III." | 1. Have students look at their work life and list responsibilities (demands) at work. Suggested answers: Coming in on time; working required number of hours; doing each task completely and correctly; following directions; learning to take more responsibility; interpersonal relationships.<br>2. Have students look at their home life and list the demands at home. Suggested answers: Meeting needs of family for food, clothing, and clean home. Taking care of children. Taking additional education courses to meet career goals. Spending time for yourself.<br>Discuss: Time demands required for you each day. Ask: How do you manage to do everything?<br>3. Have students keep a daily diary over a period of time [2 - 3 days or a week]. Diary should list what they did, time started and time stopped. While the diary is being kept, have students develop short term [6 months to 1 year] and long term [over 1 year] goals.<br>4. Complete Handouts #20; 21; 22 "Time Management I, II, III;" Discuss: How you could change things to improve your schedule. For example: give yourself more time in some categories and less in others. Do things differently [more efficiently.] Ask: "Do you have enough time to do personal things and family things? Is there some way you could change this? Do you have time alone to be with an adult friend or must you always have child care responsibilities? How could you change this?" Suggest: sharing babysitting duties with a trusted friend or relative. You would watch their child/children in return for the same opportunity for your child/children. Work it out on an hour for hour basis: one hour opportunity for your child/children to be watched in return for you babysitting one hour. |
| 2.A. Understanding physical capabilities of children at various ages 6 months to 5 years. | Student will describe expected physical abilities at 2 different ages. | Substance Abuse software: "Infant Safety."<br>Handout #23 "Child Development"<br>Guest Speaker: doctor; nurse; or other child development specialist.<br>Teacher-generated handouts on child development. | 1. Have students use software program.<br>2. Use Handout #23 "Child Development" and discuss physical capabilities of children at ages 6 months; 1 year; 2 years; 3 years; and 4 years. For example: at 6 months a baby is capable of reaching for a toy, rolling from stomach to back. Use other available child development handouts as appropriate.<br>3. Have guest speaker discuss the physical development of children: birth to age 5 and over as needed.<br>4. Visit a day care center and observe the capabilities of the various ages of children. This is especially useful, if the students are parents of young infants and may be unfamiliar with the physical capabilities of older children.<br>5. Give students several motor skill milestones or eye-hand skills and ask: "What age could a child be expected to do this?<br>6. Ask: How can knowing what a child is capable of doing affect the type of toy you give him/her? |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 2.B. Understanding behavior of children at 6 months to 5 years. | Student will describe ages and stages of what to expect of preschoolers behavior. | Handout #24 "Ages and Stages of Expected Behavior of a Preschool Child."<br>MCE software: "Positive Parenting"<br>Guest Speaker: doctor, nurse; or other child development specialist. | 1. Discuss: Stages of child behavioral development: Infant [birth to 8 months]; crawling and walking [8 months to 18 months]; Toddlers to 3 year old [18 months to 3 years] 4 - 5 year old. Explain that knowing how a child acts at different ages can help the parent understand that some annoying behaviors will be outgrown. For example: the 2-year-old behavior of saying "no" many times. He/she may not mean "no" but enjoys saying or motioning "no."<br>2. Use "Positive Parenting" software.<br>3. Have the students look at the behavior of their own child/children as though they were babysitting the child. How would the parent change behavior toward the child? Would certain behaviors be overlooked? Ask: "Would you overlook certain behaviors? If so why? If not, why not?" |
| 2.C. Understanding and planning to change behavior problems. | Student will select areas where behavior problems are a concern and plan how to cope with behavior. | Harper & Row: "Assertive Discipline For Parents" Pages 7-14; 15-25; 26-43.<br>Guest Speaker: child development specialist.<br>Handout #25 "The Problems I'm Having With My Child."<br>Handout #26 "My Discipline Practices." | 1. Have students complete Handout #25 "The Problems I'm Having With My Child." Compare the identified problems with Handout #24 "Ages and Stages of Expected Preschool Child Behavior." Discuss: How many of the behaviors are expected and normal for the age of the child? Have students complete Handout #26 "My Discipline Practices" and put it aside.<br>2. Define: assertive discipline - a corrective action designed to help teach children more appropriate behavior. Discuss: Discipline does not mean hitting or spanking the children. Discuss: Planning to:<br>1. Communicate so that your children will listen.<br>2. Back up your words with actions.<br>3. Take charge and lay down the law.<br>3. Discuss ineffective responses to children's behavior:<br>1. Questions that cannot be answered. Example: "What am I going to do with you?"<br>2. Begging. Example: "Please try to behave."<br>3. Threatening. Example: "Next time you do that you're in trouble."<br>4. Verbal put downs. Example: "You are a terrible child."<br>5. Unrealistic threats. Example: "If you do that again you will wish you didn't live here."<br>6. Overly severe punishment. Example: "You're grounded for life."<br>7. Physical responses that only release your anger. Example: Screaming or throwing things or ineffective responses that do not clearly state what the parents want the child to do.<br>4. Discuss: Communicating assertively: a) make eye contact; b) keep calm c) avoid arguing and d) use praise. |

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## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 2.C. Understanding and planning to change behavior problems. (continued.) | Student will select areas where behavior problems are a concern and plan how to cope with behavior. | Harper & Row:<br>"Assertive Discipline For Parents."<br>Pages 7-14; 15-25; 26-43. | 5. Discuss: Backing up words with actions. Use guidelines in "Assertive Discipline for Parents," pages 27-43. Guidelines are:<br>1. Consequences must be something that children do not like but are not physically or mentally harmful. Example: Separation into a non-stimulating "boring" situation: sitting alone.<br>2. Consequences must be related to misbehavior. Example: A five-year old splashes water and makes a mess while taking a bath. Consequences of misbehavior are that he/she is required to clean up the bathroom. Consequences should be provided as a choice.<br>Example: "If you choose to splash water all over the bathroom, then you also choose to have to clean it up." The consequence must be provided every time the child misbehaves.<br>If the consequences do not work, change the consequences. |
| | | "Assertive Discipline For Parents"<br>Pages 106, 108.<br>Pages 113-118.<br>Appendix 2 Worksheets. | 6. Define two types of misbehavior: a) Minor misbehavior - annoying, run-of-the-mill misbehavior such as not doing chores; periodic attention getting outbursts; and sibling rivalry.<br>b) Serious misbehavior - those behaviors that severely challenge parental authority; or that are dangerous; self destructive; and threaten the well-being of the family unit.<br>Use page 108. "Disciplinary consequences for serious behavior." Discuss: These are serious misbehaviors and consequences must be chosen for the appropriateness to the child's actions.<br>7. Review Handout #25 "Problems I'm having with my child" Ask: "Which of those behaviors could be considered minor problem? What consequences would be appropriate? How will you assert yourself and take charge of your child's behavior?"<br>Have students brainstorm about how to deal with specific misbehavior committed by his/her child or children.<br>8. Discuss: Some of the child's behaviors are good and need to be reinforced. Examples: child cleans up dirty clothes; child comes home on time; child is quiet when you are talking. Ask: "How would you reward these behaviors?" The child should be recognized for the appropriate behavior. Have students decide how they will reward the child for appropriate behavior. |
| | | "Assertive Discipline For Parents"<br>Appendix 2 Worksheets. | 9. Use the discipline plan worksheet to plan which two behaviors of your child must be changed. Discuss with another adult family member which disciplinary consequences to use.<br>10. Use the positive reinforcement worksheet and have students sit down with their children and ask wha the/she would consider rewards, or what activities he/she likes to do. This form is to be filled out for future use in rewarding good behavior. Update the form periodically as the child's interests change. |
| | | Handout #27 "Assertive Discipline For Parents - An Overview." | 11. Use Handout #27 "Assertive Discipline for Parents-An Overview" as a review for this unit. Discuss selected topics as appropriate. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 2.D. Choosing appropriate toys and games. | Student will select age specific games and toys for his/her child. | Handout #24 "Ages and Stages of Expected Behavior of a Preschool Child."<br>New Readers Press: "Learning Games for Infants and Toddlers." | 1. Ask: "What kind of games do you plan with your child?" Discuss answers given. Suggested questions are: "Why do you play that game?; What stage of development is your child in currently? Is that an appropriate game? If so, why. If not, why? What are other types of games or activities?"<br>2. Selection of toys can be critical. Ask: "Why do you buy certain types of toys for your child?" Answers expected are: "They like to play with that type of toy. I want them to learn to play with that toy. I liked that type of toy when I was their age."<br>3. Demonstrate inappropriate toys for very young children. Examples: those toys with small parts; heating toys; those toys firing projectiles; or very heavy items.<br>Explain the dangers of certain toys. Try to find a list of appropriate types of toys for various aged children. The local university pre-school education department may have a list of recommendations.<br>4. Take a class trip to a large toy store and discuss which toys would be appropriate for what age child and why. Look for toys parents can play along with the child such as dolls or cars and trucks or games. |
| 2.E. Selecting child care. | Student will use checklist to determine important issues to consider in the selection of a child care provider. | Contemporary Books: "Ready To Work." Pages 86-87.<br>Pennsylvania Commission for Women: "A Day Care Checklist."<br>Guest Speaker: A child care provider.<br>Contemporary Books: "Work-Wise." Pages 86-88. | 1. Ask: "Where would you take your child for daycare while you work?"<br>Discuss 3 basic types of child care:<br>a) Care in child's home. A babysitter comes into your house to stay with the child.<br>Advantage: Child is in a familiar surrounding.<br>Disadvantage: May have to provide transportation. Having a stranger in your home among your personal possessions.<br>b) Family child care. Child is taken to child care providers home every day.<br>Advantage: May have other children there as companions.<br>Disadvantage: Must leave early enough to drop off child as well as to pick up child. Child is away from familiar surroundings at first.<br>c) Child care center. A center with trained adults located at place of employment or nearby where the child is taken to spend the day.<br>Advantage: A trained staff meeting health and adequate staff requirements.<br>Disadvantage: Some centers are overcrowded and unpleasant for children.<br>2. Use "A Day Care Checklist." Have students select several day care facilities where they might place their child. Use the checklist and answer each of the questions by calling or visiting the center.<br>Ask: "Are there any concerns you would have in selecting a child care place for your child? If so, what?"<br>3. Have students select a day care place for his/her child and explain why the place was chosen.<br>4. Have a child care provider visit and discuss the child care available at his/her location. Visit a day care center, if possible and observe the daily activities.<br>5. Find out what type of after school care is available for the school-aged child. Have someone as a guest speaker from this type of center. Discuss: Similarities and differences from other centers. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 3. Managing your money. | Student will set up a budget and discuss advantages and disadvantages of using credit. | Contemporary Books:<br>"Lifescenes/Life Skills"<br>Pages 37-41.<br>Sunburst software:<br>"Managing Life Styles"<br>Learning Seed software:<br>"How To Read Ad Claims"<br>"How To Handle A Checking Account."<br>"The Crystal Ball."<br>"The Grocery Games."<br>"Understanding Food Labels."<br>"Fast Food Microguide."<br>Lawrence-MCE software:<br>"Buyer Beware."<br>"Insurance: Sorting It All Out."<br>"Advertising: How It Affects You."<br>"Living Alone."<br>"Understanding Contracts"<br>Job World software:<br>"Making A Budget."<br>"Living With Your Paycheck."<br><br>Contemporary Books:<br>"Work-Wise." Pages 86-88.<br>Handout #28 "Using Credit." | 1. Discuss: The purpose of a budget. Define: budget - A budget is a plan showing how people plan to spend their money. All budgets must include money for basics such as food, housing, clothes, and transportation. It is a tool to help control your money.<br>2. Have students develop a budget for themselves. Have them use their income, expenses, such rent, utilities, transportation, food and clothing. Use Lifescenes/Life Skills pages 37-41 as a model.<br>3. Use "Work-Wise" pages 86-88. Discuss: Categories of a budget.<br>Define: fixed expenses - those expenses paid every month such as rent, utilities.<br>variable expenses - occasional expenses such as car insurance or clothing.<br>spending money - reserved for day-to-day expenses such as gasoline for car, entertainment, lunch or vending machine snacks.<br>4.A. Discuss: Using credit to purchase large items such as automobiles, houses, and furniture.<br>There are 3 ways of obtaining credit:<br>Loan: money borrowed from a bank, finance agency, credit union, or relative. Payments include interest.<br>Credit card: items purchased are charged and then paid either in set amounts each month or total balance the next month after purchase. Balance can include interest if payments are less than total balance.<br>Finance through the seller: the store or dealer arranges financing through a bank or other lending agency. Payments include interest.<br>B. Discuss: Disadvantages of using credit to purchase items:<br>1) Increase amount of fixed expenses that must be paid every month.<br>2) Payments may be too high to fit the budget.<br>3) Failure to repay on schedule may result in late charges and a bad credit rating.<br>Define: credit rating - a credit history of your loans and payments. Paying late will make it difficult to obtain credit in the future.<br>C. Have students complete practice problems on page 88. Discuss the answers.<br>Ask: "What could you do if you are having problems making payments?"<br>Suggested answers: Contact credit company and make arrangements to make smaller payments over a longer period of time. Pay only interest one month and then make regular payments afterwards. Not buy things on credit. Get a second job to pay off high debts and give up using credit cards. Contact a credit counselor who could discuss how to manage the payments Have your paycheck go to the counselor who would make all your payments and give you a set amount of spending money.<br>D. Complete Handout #28 "Using Credit." Discuss answers. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 4. Understanding factors to consider when renting a place to live. | Student will select a place to live that meets income and family suitability criteria as defined in Handout #29 "Apartment Rental." | Contemporary Books:<br>"Lifescenes/Life Skills" Pages 47-59.<br>Job World software: "Living Alone."<br>Handout #29 "Apartment Rental." | 1. Use the individual budgets developed by the students. Have the students discuss how much he/she could pay for rent including heat; gas; and electricity. Have a guest speaker from the electric/gas company to discuss how much an average utility bill could be. Or: Use handouts from these places which give the same information on average costs.<br>2. Have student list things that are needed by him/her in an apartment.<br>Examples:<br>Numbers and sizes of rooms. Size of rooms to fit special pieces of furniture; storage of baby carriages or toys; cable television; inexpensive rent; play area for children; nice neighbors; pets accepted; or other things.<br>3. Use the classified section of the newspaper. Have student select apartments or houses that are within the student's budget range. Use Handout #29 "Apartment Rental" to compare apartments. Write answers on page 49 "Practice Problems Worksheet" in "Lifescenes/Life Skills."<br>4. Use page 48 and have student select the factors of importance to him/her.<br>Paste the classified ads selected as indicated on page 49. Fill in the answers to the selected factors of importance. Then compare the various apartments in terms of how well the needs of the student would be met. If additional information is needed, have student contact landlord.<br>5. Visit several apartments with the class and discuss with the landlord, if possible, what is included in the rent.<br>6.If a student will actually be selecting an apartment, have him/her discuss the selection process. Student may choose to tell which apartment was selected and why.<br>7. Ask: What other ways could you find out about available apartments other than newspaper ads. Suggested answers: Bulletin boards at various community places; recommendations of friends or relatives; neighbors moving out; signs or other indications of vacancies.<br>8. Use "Lifescenes/Life Skills" page 42-46 "Applying for governmental assistance" as needed. |
| 5. Understanding a lease. | Student will understand the conditions of a lease. | Contemporary Books:<br>"Lifescenes/Life Skills" Pages 50-54. | 1. Define: Lease - contract between landlord and tenant. Sublease - an agreement between original tenant and a new tenant who takes over the apartment for the remainder of the lease. Premises - place being rented. Liable - responsible for damages. Negligence - not taking proper care. Breach - action that breaks a contract.<br>2. Discuss: Signing a lease is a legal promise to pay a certain amount of money at a specific time, and a promise to behave in certain ways. Example: tenant may have to shovel snow off sidewalks or stairs; be quiet at certain hours; not have pets; keep apartment clean. If you know you cannot do some of these things [shovel snow, or you have pets] do not sign the lease. Choose another place.<br>3. Use discussion questions page 51. Discuss the apartment lease on page 53. The questions request information about parts of the lease: Notice to move requirements; security deposit; and what are considered violations of the lease.<br>4. Discuss: The meaning and purpose of a security deposit. Ask: "How will you pay this amount?" |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 6. Starting utilities. | Student will find out what is required and where to go to start utilities; whether a deposit is required; and location of meters or tanks on property. | Contemporary Books: "Lifescenes/Life Skills" Pages 55-59.<br>Handout #30 "Starting Utilities." | 1. If a student is looking for a place to rent, have him/her complete this exercise for his/her apartment when the apartment is rented. If the student already has a place to live, have him/her use the current location. Answer the questions on Handout #30 "Starting Utilities."<br>2. Have students estimate his/her first month utility bills. Ask: "Will you need to fill a gas or oil tank? How much will you pay?" |
| 7. Comparing grocery prices. | Student will compare prices among various grocery stores and determine which store to shop at and tell why. | Contemporary Books: "Lifescenes/Life Skills" Pages 62-65.<br>Learning Seed software: "Grocery Games." "Understanding Food Labels."<br>Sunburst software: "Managing Life Styles."<br>Learning Seed Video Tape: "Supermarket Persuasion: How Food is Merchandised."<br>Handout #31 "Grocery Comparison Shopping List." | 1. Have students prepare a grocery list being specific as to product size.<br>2. Define: unit price: the price per unit of measure of an item. Example: per ounce or cup. Use table of weights and measures [page 64] or dictionary [look up "measurement"]. Define: ounces/pounds [oz., lb.] is a weight measurement; fluid ounces [fl.oz.] is a liquid measurement. Example: Sixteen fluid ounces equals 2 cups. A pint is 2 cups or 16 fluid ounces [fl.oz.] Two pints equal one quart [qt] or 32 fluid ounces. Four quarts equals 1 gallon [gal.] or 128 fl.oz. One half gallon equals 2 quarts or 64 fl. oz. Have students practice converting various quantities to ounces; fluid ounces; cups; pints; etc. for easy comparison.<br>3. Discuss: What amounts of food are normally used in your home? Example: How much bread would you eat in a week? 1 loaf, 1/2 loaf? How does this affect how much you will buy?<br>4. Have students comparison shop [by themselves] for prices on various items. Use sale flyers or other ads. Determine which store has the most bargains that week. Discuss: Is it a good idea, in order to buy an item at the cheapest price; to travel to several stores buying one or two items each? Ask: What do you consider when deciding where to purchase some items?<br>5. Do practice problems on page 64 and 65. |
| 8. Buying a used car. | Student will examine a used car using a check list. Then, evaluate a car for potential problems and describe these problems. | Contemporary Books: "Lifescenes/Life Skills" Pages 110-113. "Buying a car."<br>Handout #32 "Used Car Checklist."<br>Guest Speaker: Auto mechanic. | 1. Ask: How do you decide which car you should purchase? Discuss student's answers. Explain that prices alone may not show which car is the best selection.<br>2. Use Handout #32 "Used Car Checklist." Observe the overall condition of the car. Look at cleanliness; condition of upholstery; mileage on odometer; condition of interior.<br>3. Discuss: Spot-checking certain areas: check transmission fluid for color which may indicate damage. Check oil and condition of engine [oil covered or with signs of oil or other leakage.] Check age of battery.]<br>4. Have an auto mechanic as a guest speaker to discuss how to select a used car. Visit a used car lot and use Handout #32 "Used Car Checklist" to compare cars. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 9. Buying car insurance. | Student will define types of insurance and select appropriate car insurance. | Workplace Literacy software: "Insurance: sorting it all out." Contemporary Books: "Lifescenes/Life Skills." Pages 114-117.<br>Guest speaker: Independent car insurance agent. [one who represents several companies]. | 1. Use computer software.<br>2. Define: bodily injury liability - responsibility to pay the cost of damage to another person's property.<br>medical payments - cost of medical treatment for you or other passengers in your car.<br>uninsured motorists protection - insurance for injuries caused by a driver who has no insurance.<br>collision insurance - covers cost of repairing your car if it is damaged in an accident regardless of who was at fault.<br>comprehensive insurance - pays the cost of damage that do not result from a collision with another car. Example: your car is hit by a falling tree.<br>3. Have guest speaker discuss various types of auto insurance and what are the required types of insurance and the limits of coverage. Use a typical car and pretend to buy insurance for the car. Find out what the insurance will cover and the cost. Ask the insurance agent to define "no fault insurance."<br>4. Have students compare insurance coverage for a car using different companies. What are the major differences? Discuss: Is cost of insurance always the most important consideration? How would the different insurance companies require payment? What would happen if an insurance company refused to sell you insurance? |

## Subject Area: The World And Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1.Understanding non-traditional careers. | Student will decide whether or not to seek a non-traditional career and give reasons for decision. | Job World software:<br>"Life and Career Planning: The Future is Yours."<br>"Values and the Work Ethic."<br>Workplace Literacy software:<br>"Self-Evaluation Series."<br>Handout #33 "Role Expectations."<br>Handout #34 "Women and Non-Traditional Work."<br>Handout #35 "Women and Men in the Paid Work force." | 1.Use software.<br>2. Use Handout # 33 "Role Expectations" as a means of introducing sex-role expectations and limitations. Give students 2 copies of Handout #33. Have students fill out the first form as follows:<br>1) As other people [family, friends, neighbors] think you should act.<br>Use Handout #34 "Women and Non-traditional Work." Discuss: Differences in wages in occupations normally held by men. Think about various jobs for which they might have the skills and interest. Write down the skills he/she may have for a job that is currently held by opposite sex.<br>Have students fill out the second copy of Handout #33 "Role Expectations" as follows:<br>2) As he/she wants or thinks his/her role should be. Do not discuss at this time.<br>3. Read Handout # 35 "Women and Men in the Paid Work Force." Discuss: How times have changed over a period of time with regard to role expectations. Their parents may have done things in a traditional way: Women cooked and did housework; men took care of mechanical repairs etc. Ask: Do women now appear on home repair programs doing various jobs. [Example: "Home Time" on Public Broadcasting System]. Discuss: Changing roles within families and why this may be happening.<br>4. Use previously completed copies of Handout #33 "Role Expectations." [copy #1 as society says you should be; and copy #2 as you say you are or want to be] Ask: "Are the roles different? If so, in what way? In which role are you the most comfortable and the most happy: #1 as society demands; or #2 as you desire?" |
| | | Guest speaker: a person who holds a non-traditional job<br>Handout #38 "Non-Traditional Job Bias: Questions for Discussion."<br>Handout #36 "Focus: Changing Attitudes." | 5. Use software: "Values and the Work Ethic" to find career interest and individual student values.<br>6. Have a person who is holding a non-traditional job as a guest speaker. Discuss the problems encountered as well as the advantages of this job. Use Handout #38 "Non-Traditional Job Bias: Questions for Discussion." Have guest speaker tell how he/she would answer them.<br>7. Use Handout #36 "Changing Attitudes." Use discussion questions and class exercises.<br>8. Discuss: Dealing with biased attitudes on the job. Ask: "What are some of the comments you might hear from people who have a biased attitude about certain jobs?" Example: nurses are women; or truck drivers are men. Discuss: Ways of dealing with biased attitudes on the job or with family and friends. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding non-traditional careers.<br>(continued) | Student will decide whether or not to seek a non-traditional career and give reasons for decisions. | Handout #37 "Tokenism." | 9. Dealing with "being the token person." Use Handout #37 "Tokenism." Discuss: The atmosphere likely to be found on a job where employees have biased attitudes about jobs.<br>The following are examples of what to expect:<br>a) Testing: This occurs with all newcomers to a group, but is especially difficult for the opposite sex newcomer who is often tested longer.<br>b) Visibility: High visibility in everything done and everything said becoming public information. This brings high performance pressure to do perfect work which could lead to resentment by co-workers.<br>c) Contrast: The opposite sex will begin to discuss subjects unique to themselves in the presence of the newcomer. Examples: men will discuss sports; drinking; masculine prowess; jokes; etc. Women will discuss childbirth; cooking; children; clothing, etc. Expectation is that the newcomer will turn against his/her own sex and join in the new conversations as part of the group.<br>d) Role distortions: The characteristics of various roles are often distorted by the newcomer in order to fit in. Read the role distortions in Handout #37 "Tokenism." The distortions by the newcomer are: 1) mother-father role which is seen as constantly helping fix or repair things is distorted by the newcomer into a role of only helping with problems.<br>2) seducter/seductress role which has an element of sexual competition and jealousy is distorted by the newcomer. Flirting or other forms of alliances are used to develop a "protector" who is usually a high status person of the opposite sex from the newcomer. The "protector" prevents the newcomer from receiving any type of criticism about job performance and assists in getting preferred jobs for the newcomer. This treatment is resented by others.<br>3) the pet role: which is seen as a cute mascot, whose competence surprises people. The newcomer distorts this as a result of the "protector" who prevents normal job criticism from occurring. This prevents true competence from being seen.<br>4) iron maiden/man role: which is a virgin aunt or uncle or other untouchable-type who refuses to be categorized into the first 3 roles and who insists on being treated as an equal. This person is seen as tough; frigid; dangerous; and viewed with suspicion. The newcomer in this role is treated politely but isolated from close interaction and is the last to hear about events or meetings at work. Work performance is ignored, or seen as not important and the most unpleasant task are assigned to this role.<br>In order to prevent assignment to one of the above roles, it is necessary to be constantly aware and try not to be stereotyped. Keep the communication lines open to prevent isolation. Support groups can assist with the assimiliation process and should be encouraged. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding non-traditional careers.<br>(continued) | Student will decide whether or not to seek a non-traditional career and give reasons. | Handout #38<br>"Non-Traditional Job Bias: Questions for Discussion." | 9. Use Handout #38 "Non-Traditional Job Bias - Questions for Discussion." Have students choose a non-traditional career and answer questions as though they were employed in this job.<br>10. Use software programs on training and interview skills.<br>11. Set up non-traditional support groups to meet on a regular basis and discuss any problems a person in a non-traditional career may encounter. Support group can be continuously maintained with the membership changing and as necessary. |
| 2. Understanding health issues. | Student will give prevention techniques when given a simulation health issue. | Substance Abuse software:<br>"Understanding Aids."<br>"Alcohol: education simulation."<br>"Drug Abuse Learning Environment."<br>Aquarius software:<br>"First Aid/Safety."<br>Guest speaker: Red Cross CPR Instructor. | 1. Use computer software.<br>2. Discuss: How can your health be an important part of your job? Ask: "What happens if you are absent from work?" [answer: other people have to do your job; the employer may fire you after repeated absences].<br>Ask: "How can what you do during the time away from work affect your job?"<br>3. Discuss:<br>A) Effects of drug/alcohol use on your job.<br>a) safety concerns: yours and others.<br>b) health problems.<br>c) inability to do your job.<br>B) Effects of smoking on your job.<br>a) your health.<br>b) body odor.<br>c) health effects on co-workers.<br>d) employee restrictions.<br>4. Have guest speaker teach life saving techniques. Include basic first aid techniques and cardiopulmonary resuscitation [CPR]. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 3.A. Understanding contracts. | Student will define what a contract means and give correct answers to two situational questions. | Educational Design:<br>"You and the Law."<br>Pages 54-71.<br>MCE software:<br>"Understanding Contracts." | 1. Have students use software.<br>2. Use pages 54-55 and read the sample contract.<br>3. Translate the paragraphs A through I in the contract so that the student understands what is meant by each paragraph and what rights and responsibilities are his/hers as the the applicant, and what rights and responsibilities belong to the seller or the other party in the contract.<br>4. Have students answer the questions on pages 57; 59; 61; 63; 65; 68; and 71.<br>5 Discuss:<br>1) Why should you never sign a contract with blank spaces?<br>2) What should you do if you do not understand the contract?<br>3) Do you need a copy of the contract?<br>4) What information needs to be included in a contract? |
| 3.B. Understanding credit. | Student will discuss what to do if he/she is unable to make payments on a credit account. | MCE software:<br>"Credit: first steps."<br>Educational Design:<br>"You and the Law."<br>Pages 74-77. | 1. Use software.<br>2. Define: repossession - seller taking bask merchandise sold to you because of unpaid amounts.<br>Garnishment - legal permission to take bank accounts or property to pay off debts.<br>3. Discuss: What should you do if you purchase something and the following happens:<br>1) You think you paid too much money. [Talk to store.]<br>2) You lose your job and can't make the payments. [Contact seller and make arrangements to pay]<br>3) The merchandise delivered is not what you ordered. [See store first, then lawyer if no agreement] |
| 3.C. Understanding what laws are involved in owning a car; driving a car; and dealing with accidents. | Student will discuss how to get a driver's license, what insurance coverage and inspection is required and what to do in case of an accident. | Educational Design:<br>"You and the Law"<br>Pages 89-103.<br>MCE software:<br>"Insurance: Sorting it all out."<br>Job World software:<br>"Buying a Car."<br>Guest Speakers:<br>Auto insurance agent, state trooper or local police. | 1. Use software.<br>2. Use page 90-100 to discuss learners permits; license requirements; traffic tickets; vehicular crimes. Ask: "What is required for state auto inspection?"<br>3. Have state police discuss traffic violations: speeding; passing school bus; driving under influence; and other violations that can affect your driving record. Discuss: What are the penalties? What do you do incase of an accident?<br>4. Discuss: Requirements in Pennsylvania to buy and register a car. [car must meet legal mechanical standards (state inspection); and adequate insurance coverage must be carried.]<br>5. Have auto insurance broker discuss various types of car insurance coverage:<br>medical coverage; collision coverage; comprehensive coverage; uninsured motorist coverage. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3.D. Understanding a lease for an apartment or house. | Student will discuss how to read a lease and state what are the responsibilities of a tenant. | Job World software:<br>"Renting an Apartment."<br>Educational Design:<br>"You and the Law."<br>Pages 105-115.<br>Samples of apartment leases from various local apartments. | 1. Have student use software.<br>2. Use pages 105-115 "You and the Law." Discuss parts of the lease shown on page 106.<br>3. Complete questions on pages 107, 109, 111, 113, and 115.<br>4. Discuss:<br>a) Special sections of the lease such as security deposit and renewal clauses.<br>b) The landlord's duties and the tenants' duties in lease on page 106.<br>c) What could cause a tenant to be evicted? |
| 4. Understanding how to start a home-based business. | Student will develop a business plan and decide whether or not to start a business and give reasons why or why not. | Sunburst software:<br>"The Whatsit Corporation."<br>Contemporary Books:<br>"Lifescenes/Life Skills."<br>Pages 154-175. | 1. Have student use software.<br>2. Discuss the reasons why people start businesses:<br>1) To make money.<br>2) To control their work time.<br>3) To have "something to do."<br>Ask: "Why do you want to start a business? What type of business do you want to start?' Why have you chosen that business? What do you know about running a business?"<br>3. Discuss: Careful planning is needed to start a business. There are 4 steps to consider when planning to start a business:<br>1) What is the consumer demand for your product or service?<br>2) How can you tell whether there is a market for your business?<br>3) What competition is there for your business?<br>4) What other companies do or sell the same thing?<br>5) Do you have the skill to start the business that you are planning?<br>6) How can you predict how much money it will cost to start this business? |
| | | "Lifescenes/Life Skills"<br>Page 156. | 4. Have students discuss how to determine consumer demand for the business they are planning.<br>Ask: "What other businesses exist locally that have the same products or service? Who would be your customers? Where do they live? Is this a new product or service in the area? Why do you think there are no other businesses like yours in the area? How would you find your potential customers?" |
| | | Page 161. | 5. Define: direct competition - same business located in same town.<br>indirect competition - alternative businesses or products competing for customers.<br>Example: Weis grocery stores, and Giant grocery stores.<br>Have student answer questions on page 161 and discuss answers. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Understanding how to start a home-based business. (continued) | Student will develop a business plan and decide whether or not to start a business and give reasons why or why not. | Contemporary Books: "Lifescenes/Life Skills." Page 163. | 6. Estimate business expense and income for the proposed business. Use Page 163 as guide.<br>Define: financial plan - a plan that estimated the business expenses for the year. For example: rent; utilities; salaries; and supplies.<br>The revenue side of the financial plan predicts the amount of money coming in from the sale of goods and services. Have students complete page 163 to practice drawing up a financial plan for the simulated business. |
| | | "Lifescenes/Life Skills" Pages 164-166. | 7. Discuss: What happens to the money a business takes in. How much money would you need to start a business of your own? How would you determine the amount of money needed?<br>Have students work on practice problem on page 165-166 to estimate revenues and expenses for for a simulated carpet cleaning business. Stress that estimates are only "guesses" at costs and earnings. The actual figures may be different.<br>Have students prepare the financial plan for their proposed business using as realistic a figure as possible. |
| | | "Lifescenes/Life Skills" Pages 168-169. | 8. Deciding whether the business is making a profit or loss is critical. New business may not make a profit for some length of time. Define: gross sales - amount of money received for goods or services before expenses for supplies, salaries, utilities are subtracted.<br>Discuss: Why gross sales are not a good indicator of a successful business because expenses could be greater. The difference between sales and expenses equals profit.<br>Have students work on practice problems on page 169. |
| | | "Lifescenes/Life Skills"<br>Pages 170-171. | 9. Discuss: Determining the price of a product or service is critical. Define: overhead - The expenses of the company including utilities, rent, salaries, loan payments.<br>The overhead amount is used to calculate prices of goods or service.<br>Use practice problems pages 170-171 to calculate how "markup" is figured out.<br>Define: markup - adding into the price a part of the costs of utilities, salaries, and supplies needed.<br>Stress that estimating the amount of goods and services that need to be sold in order to meet expenses is critical..<br>Define: raw materials - the supplies or items needed to produce the product to be sold. Example: if you were selling sweaters, your raw materials would be yarn, buttons, and thread.<br>If you know the cost of raw materials, and the cost of overhead, you can calculate markup.<br>Ask: What else must you consider when adding markup to your products or service?<br>1) your competitors' prices and 2) the amount of money people are willing to spend to buy from your company. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| Understanding how to start a home-based business (continued) | | "Lifescenes/Life Skills" Pages 172-174.<br>Guest Speaker: Business Insurance Agent. | 10. Discuss: Insurance protects a business from loss. Read pages 172-174. Discuss the different types of insurance: bonding insurance; liability insurance; and worker's compensation insurance.<br>Define: bonding insurance - insurance against theft or fraud by an employee.<br>Liability insurance - protects insured business if the business injures someone or damages property.<br>Example: some trips and falls on your property and breaks a leg.<br>workers' compensation insurance - covers physical injury and disabilities due to injuries of employees on the job.<br>Discuss: How are each of these types of insurances used in a business?<br>11. Have students complete a business plan for his/her proposed business. |
| | | Handout #39 "Business Plan Worksheet." | Use Handout #39 and answer the questions about your proposed business. This format can also be used as an outline in developing a formal business plan. Have students answer the questions. If they are seriously interested in starting a particular business, use the format in this form to develop a formal business plan and have it critiqued by a small business assistance agency. |

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding who I am. | Student will correctly identify his/her values, needs and personality. | Handout #1 "Who Am I"<br>Large mirror.<br>Job World software: "Positive Attitudes Toward Work." | 1. Bring in a large hand mirror or framed mirror. Have students come forward, one by one, and look in the mirror. Then return to their seat and complete Handout #1 "Who Am I?" Use the following as discussion questions:<br>a) How many people included eye color; hair color; age; clothing being worn; size [tall, short fat, skinny].<br>b) How many people began to describe themselves as "single; married; divorced; parent; old; young; or by the job they have [secretary, typist, assembler, mechanic etc.)<br>Discuss: There are many parts that make up the total package of who we are. Some things about us can be seen by everyone. For example: whether we are tall or short. This is only one part of who we are: our physical selves. Anyone walking down the street, or coming into this room would see only the physical part of us. You probably did this when you described your classmate. Discuss: The differences in the two descriptions: one done by the student, the other by the classmate.<br>2. Those of you who began to describe yourself by telling us you were: single; a parent; a secretary; a mechanic; were describing yourself by what you have done. These are deeds or achievements that are not visible to anyone unless you tell us. We can't tell by looking at you what mistakes you may have made, or what problems you may have, or even how smart you are. These are deeds that are not visible as we look at each other. This means that no matter what we have done, and no matter what has happened to us in the past, no one can see these things unless we choose to tell them. All of our past does not exist and we can forget. Any past mistakes are gone because no one can use them to describe us because they can't see them. |
|  |  | Handout #2 "Unhappy Times." | 1. Have students fill out Handout #2 "Unhappy Times" and describe unhappy or unpleasant times. Allow 5 to 10 minutes to complete handout and fold the paper so the writing can't be seen.<br>Discuss: We store up things in our minds that no one else can see except us. These are the problems; mistakes; and unpleasant or unhappy memories that we store in our "self-image" box. Sometimes, that self-image box gets so full of bad memories that do not show us as we really are. Then, it is time to clean out our "self-image" box. It's like sorting clothing in our closet that doesn't fit us because we have changed sizes, or don't like the color. However, we keep stuffing more and more clothing into the closet until there is no more room for new items. So we clean the closet.<br>When you wrote down all the unpleasant, unhappy things, you were cleaning out your "self-image" box. All the things that you don't like and may not really describe you are on that paper. |

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 1. Understanding who I am. (continued) | Student will identify his/her values; needs; and personality. | Handout #2 "Unhappy Times." Metal trash can, matches (or lighter) and water. | Let's get rid of these things! Tear those papers into small pieces and place in the metal trash can. From now on, you can only place happy images in your "self-image" box. Happy images are the compliments we pay ourselves. For example: "What a good job I did; I look pretty in this outfit; I'm really creative; My hair looks beautiful." If someone tries to slip in a negative image of us in our "self-image" box, pull out a happy image instead and mentally pretend to close the lid to help remember to keep out the unhappy things. Remember, people can only see the things on the outside of us. |
| | | Handout #3 "I Am A Person Who. . ." | 1. Have students fill out Handout #3 "I Am A Person Who. . ." and self-score it according to the instructions on the second page. There are no right or wrong answers.<br>Discuss: The way we thing about ourselves is called a "self concept." Self concept has 5 categories:<br>1) General, which describes you as a person.<br>2) Your idea of your thinking abilities.<br>3) Your idea of your physical appearance<br>4) Your social relationships<br>5) Your image in school and studying.<br>Each of us has a different idea of ourselves. Sometimes positive or negative depending upon the situation. Understanding how we think of ourselves can explain why we make the choices we do. Self concept does not mean the same as abilities. A person could be very capable in some areas, yet thinkhe/she is not capable in this area. For example: a good cook who thinks she/he can't cook. This is an unrealistic self image and can lead to problems. An example of the damage an unrealistic self image can do to a person is the eating disorder aneroxia. A person with a self-concept of being over weight (even though this is not true) will stop eating in order to lose weight. However, since the person is unable to see the true image of him/herself; the concept of "too fat" continues even whenhe/she is really thin. Have student review negative areas on Handout #3 and make plans to change these areas over a period of time. |
| | | Handout #3A " Evaluating Past and Present Decision-Making."<br>Handout #3B "Change." | 2. Use Handout #3A "Evaluating Past and Present Decision-Making." Discuss: How he/she made previous decisions and what the consequences were. Discuss: How do you think through decisions. Example: If I make this choice, then what are some of the possible consequences? Can I accept these consequences? If not, then make another choice. Sometimes the choices available will have some unpleasant consequences no matter what alternative is chosen. The best alternative may be the choice that has the least unpleasant consequences.<br>3. Read and discuss Handout #3B "Change" Ask: "Why do you have problems with change? Can you do some of the steps in the handout and perhaps have pleasant results?" |
| | | Handout #4 "Ten Steps To Brighten Your Life."<br>Handout #5 "Why Should I Think About Self Esteem?" | 1. Have students do one of the ten steps each day for ten days. Continue working on the ten steps and keep a journal to record what was done and the results.<br>2. Discuss: Why is self esteem important? Use Handout #5 as discussion topics. |

## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 1. Understanding who I am. (continued) | Student will identify his/her values; needs; and personality. | Handout #6 "Personality Profile."<br>Handout #7 "The Me Nobody Knows."<br>Handout #8 "Personality Mosaic." | 1. Have students complete Handout #6 "Personality Profile" and Handout #7 "The Me Nobody Knows." Briefly discuss these handouts have the student focus on his/her good qualities. If anyone chooses to share a dream lethim/her do so and applaud their efforts, but do not force anyone to share.<br>2. Have students complete Handout #8 "Personality Mosaic" and self-score the answers. Ask: Were you surprised to discover the type of personality you have? Does knowing the type of you have change you ideas about possible jobs in which you might be interested?" Brainstorm about the types of jobs that might suit the different personalities. |
| 2. Understanding my Values. | Student will list in written form his/her basic values. | Job World software: "Values and The Work Ethic."<br>Handout #9 "The Perfect Person."<br>Handout #10 "Truths."<br>Handout #11" Do You Agree?"<br>Handout #12 "You Decide." | 1. Have students work on software.<br>2. Have students complete Handout # 9 "The Perfect Person" Ask: "Are you perfect? Is anyone perfect?"<br>3. Have students complete Handout #10 "Truths." Stress that in order to be considered true, the statement must agree with experience, facts, or reality. If you believe the statement is true, do nothing. If you believe the statement is not true, rewrite the statement to fit what you believe is true.<br>4. Have students complete "Do You Agree?"<br>5. Have students complete the story endings based on their decisions.<br>Review with the students the dictionary definition of value - a principle; standard or quality considered important. Ask: "Are all values the same?" [Answer: no] Each person determines what values are important to him/herself. Ask: "How can your values affect your job?" Example: You believe that you should never say harsh or unkind words. However, your boss is hostile and angry toward everyone. How would this make you feel? Or: You are expected to do something that you considered wrong such as change records to cover up problems, or discard items you know could be used by someone. How would this make you feel? |
| 3. Assessing Appearance. | Student will evaluate his/her appearance and suggest changes. | Learning Seed: Video tapes: "Color in Clothing." "Fashion in your Figure." "Clothing: An Intelligent Buyers Guide."<br>Guest Speaker: Hair stylist.<br>Handout #13 "Wardrobe Analysis. | 1.Discuss: How appearance relates to "feeling good" about yourself. Ask: "Have you ever worn an outfit you knew looked good on you, and you felt great wearing? Remember how you felt? If you feel good about yourself you will give a more confident "in charge" image and people will notice this. Ask: "How could this "good feeling" about yourself affect your home life and workplace image?"<br>2. Use the "Color in Clothing" video tape to demonstrate how color can affect our appearance and how we feel about ourselves. Discuss: Appearance is more than just "how we look at work;" it also carries over into our home life too.<br>3. Discuss: Hair style and appearance. Have hair stylist discuss various styles that would be suitable for members of the class.<br>4. Have students evaluate their casual "at home" wardrobe. Is it in good repair [no missing buttons, snaps, broken zippers, or rips needing attention]. Ask: "What could you change to improve this wardrobe?"<br>5. Have students fill out Handout #13 "Wardrobe Analysis" and discuss improvements that could be made. |

**Subject Area: Personal Development**

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Assessing appearance. | Student will evaluate his/her appearance and suggest changes. | Handout #13 "Wardrobe Analysis." | 6. Discuss: Shopping for "bargains." Ask: "Where could you go to find good inexpensive clothing?" Suggest: yard sales; clothing consignment shops; thrift shops. Ask: "Could you exchange clothing with with friends or relatives? What else could you do to save money or clothing?" |
| | | Guest Speaker: Aerobics instructor. | 7. Discuss: Body shape/figure. Ask: "Are you satisfied with your body shape? Is it possible to change?" Suggest setting up an exercise class with the students. Have a guest speaker discuss the importance of importance of exercise for fitness. Fitness centers are sources of aerobics guest speakers.<br>8. Have students develop a plan for improvement. Include hair; clothing; and physical fitness as parts of the plan. Set a time schedule during which this plan will be implemented such as 3 to 6 months.<br>9. Take "before" pictures. Students will work on appearance and physical fitness for the time frame of the plan. After several months, take "after" pictures to show the results of changes. |
| 4. Understanding my needs and my wants. | Student will list his/her needs and desires. | Handout #14 "Your Ideal Life."<br>Handout #15 "Fun Things."<br>Handout #16 "Treat Yourself." | 1. Have students complete Handout #14 "Your Ideal Life" by daydreaming about his/her big and small needs.<br>2. Ask: "What is fun to you?" Have students complete Handout # 15 "Fun Things" Discuss answers.<br>3. Have students complete Handout #16 "Treat Yourself." Ask: "How strict are you with yourself before you treat yourself?" |
| | | Handout #17 "Common Needs." | 4. Have students complete Handout #17 "Common Needs." Discuss: Needs are not always material things, they can also be other things. Give examples of non-material needs: acceptance as an individual by family and friends; love and security in your life. |
| | | Handout #18 "Maslow's Hierarchy Of Needs." | 5. Use Handout #18 "Maslow's Hierarchy Of Needs" as a basis for discussion of how our needs are a step-by-step pyramid. In order to get to the higher levels, we need to form a good secure base.<br>6. Use Handout #17 "Common Needs." Have the students decide where on the pyramid scale a certain need is found. Have students determine whether their needs are low; medium; or high. Categorize as follows: low level = passed that level; medium level = working in that level; high level = have not gotten to that level. Have students determine where they are on the pyramid scale and if they are working on too many levels at once. Discuss: This is scattering your resources and leaves you feeling insecure and anxious. Ask: "What level should you be working on now?" Answer: The lowest level on the pyramid scale. If you have satisfactorily completed that level, tell why you think that is the case.<br>7. Have students set approximate goals to achieve mastery of the first 2 levels and begin working on level 3 as necessary. |

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## Subject Area: Personal Development

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 5. Developing good health habits. | Student will apply appropriate hygiene habits. | Bennett and McKnight: "Surviving On The Job" pages 85-91. [Good Stress/ Bad Stress].<br>Guest Speaker: nurse or doctor. | 1. Have students examine their health habits in the following areas:<br>a). Diet- Eating 3 balanced meals per day. Reducing amount of "junk food." No overeating and eliminate between meal snacks.<br>b) Drugs, alcohol and cigarettes. Discuss: The effects of these substances upon the body. Have a nurse or doctor or other person present this lesson.<br>c) Sleep. The body requires appropriate amounts of rest in order to refresh itself. Discuss: The effects of lack of sleep upon your ability to do your job safely and becoming sick often.<br>e) Physical checkups. Detecting problems early before serious diseases result. Use the examples of: high blood pressure and cancer which can be fatal if untreated.<br>f) Mental Health. Keeping a positive outlook and reducing stress levels. Maintaining a balanced schedule including work; home; and personal time.<br>g) Cleanliness. Reducing objectionable body odors by showering; daily brushing and flossing of teeth; using deodorant; breath mints or mouthwash. Hair should be neat, clean [washed often] and combed. Nails should be trimmed; clean; polished as appropriate. Shoes and clothing clean and appropriate for job.<br>h) Exercise. Keeps you in shape and reduces fatigue.<br>Discuss: Neglecting these areas can affect your and others opinion of you. |
| 6. Reducing personal danger. | Student will respond with appropriate preventative measures to protect his/her personal safety. | Handout #19 "Lady Beware Series" [A series of 9 fact sheets for protection of self and possessions].<br>Guest Speaker: Police officer. | 1. Set up a woman's pocketbook to contain the following:<br>a) a bank envelope containing a large amount of play money.<br>b) bank deposit slip showing account number which could allow cashing of checks by writing bank number on back of check.<br>c) keys with full identification of name, address and telephone number.<br>d) credit card or food stamp books with identification cards together.<br>e) change purse with bills and coins mixed together.<br>f) keys to car and house on same key ring.<br>g) open handbag, not zippered, or closed.<br>2. Have students look through pocket book and list 7 items that should be changed. See Handout "Organize Your Pocketbook and Prevent Crime" [Part of the Lady Beware Series].<br>3. Discuss: Do not place pocketbook in shopping cart while shopping since it is easy to leave your pocketbook unprotected if you step away to get something off a shelf. Review rest of "Lady Beware in a Supermarket" with the class. Discuss: Why should you follow these steps? If there are men in the class use Handou:t "Shopper Beware in the Supermarket."<br>4. Select other handouts of the "Lady Beware" series as appropriate and use for discussion.<br>5. Have police officer discuss personal safety; not walking alone very late at night in dark areas. Have recommendations for self protection defense such as mace; whistle; or other suggestions. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 1. Balancing work and home demands. | Student will schedule time for work and personal time. | Contemporary Books: "Work-Wise." Pages 80-92.<br>Lawrence Products software: "Positive Parenting."<br>Morning Glory Press: "Your Pregnancy and Newborn Journey."<br>Cambridge Home Economics: video tape: "Is There Life After Housework?"<br>Handout #20"Time Management I."<br>Handout #21"Time Management II."<br>Handout #22"Time Management III."<br>Handout #22A "Home Situation Evaluation." | 1. Have students look at their work life and list responsibilities (demands) at work. Suggested answers: Coming in on time; working required number of hours; doing each task completely and correctly; following directions; learning to take more responsibility; interpersonal relationships.<br>2. Have students look at their home life and list the demands at home. Suggested answers: Meeting needs of family for food; clothing; and clean home. Taking care of children. Taking additional education courses to meet career goals. Spending time for yourself.<br>Discuss: Time demands required for you each day. Ask: "How do you manage to do everything?"<br>3. Have students keep a daily diary over a period of time [2 - 3 days or a week] Diary should list what they did, time started and time stopped. While the diary is being kept, have students develop short term [6 months to 1 year] and long term [over 1 year] goals. Sort the time spent into 3 categories: Work; Family; Social Life (self). List the amount of time spent in each category.<br>4. Complete Handouts #20; 21; 22: "Time Management I; II; III." Discuss: How could you change things to improve your schedule? For example: give yourself more time in some categories and less in others. Do things differently [more efficiently.] Ask: "Do you have enough time to do personal things and family things? Is there some way you could change this? Do you have time alone to be with adult friends or must you always have child care responsibilities? How could you change this?" Ask: "How do you manage being a parent while your friends do not have parenting responsibilities?" Suggest: sharing babysitting duties with a trusted friend or relative. You would watch their child/children in return for the same opportunity for your child/children. Work it out on an hour-for-hour basis: one hour opportunity for your child/children to be watched in return for you babysitting one hour.<br>5. Complete Handout #22A "Home Situation Evaluation." Discuss: Problem areas [What can I change] Discuss: Alternative solutions. |
| 2.A. Understanding physical capabilities of children at various ages 6 months to 5 years. | Student will describe expected physical abilities at 2 different ages. | Substance Abuse software: "Infant Safety."<br>Handout #23 "Child Development."<br>Guest Speaker: doctor; nurse; or other child development specialist.<br>Teacher-generated handouts on child development. | 1. Have students use software program.<br>2. Use Handout #23 "Child Development" Discuss: Physical capabilities of children at ages 6 months; 1 year; 2 years; 3 years; and 4 years. For example: at 6 months a baby is capable of reaching for a toy, rolling from stomach to back. Use other available child development handouts as appropriate.<br>3. Have guest speaker discuss the physical development of children: birth to age 5, and over as needed.<br>4. Visit a day care center and observe the capabilities of the various ages of children. This is especially useful, if the students are parents of young infants and may be unfamiliar with the physical capabilities of older children.<br>5. Give students several motor-skill milestones or eye-hand skills. Ask: "What age could a child be expected to do this?"<br>6. Ask: How can knowing what a child is capable of doing affect the type of toy you give him/her?" |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 2.B. Understanding behavior of children at 6 months to 5 years. | Student will describe ages and stages of what to expect of preschoolers behavior. | Handout #24 "Ages and Stages of Expected Behavior of a Preschool Child."<br>MCE software:<br>"Positive Parenting."<br>Guest Speaker: doctor; nurse; or other child development specialist.<br>Nutritionist or licensed dietitian.. | 1. Discuss: Stages of child behavioral development: Infant [birth to 8 months]; crawling and walking [8 months to 18 months]; Toddlers to 3 year old [18 months to 3 years] 4 - 5 year old.<br>Explain that knowing how a child acts at different ages can help the parent understand that some annoying behaviors will be outgrown. For example: the 2-year-old behavior of saying "no" many times. He/she may not mean "no" but enjoys saying or motioning "no."<br>2. Use "Positive Parenting" software.<br>3. Have the students look at the behavior of their own child/children as though they were babysitting the child. How would the parent change behavior toward the child? Would certain behaviors be overlooked? Ask: "Would you overlook certain behaviors? If so why? If not, why not?"<br>4. Invite a nutritionist or licensed dietitian to discuss the dietary requirements of young children<br>Have some simple and easy-to-prepare recipes for young children's meals. Encourage students to exchange recipes.<br>5. Discuss: Clothing selection for young children. Cover areas such as: fit; ease of care; suitability for age of child. Example: A child who is still in diapers needs to have clothing that is cut larger to fit over diaper, and easily accessible for changing baby.<br>Discuss: Places to find clothing at reasonable prices. Suggest yard sales; thrift shops; and exchanging with family and friends. |
| 2.C. Understanding and planning to change behavior problems. | Student will select areas where behavior problems are a concern and plan how to cope with behavior. | Harper & Row:<br>"Assertive Discipline For Parents" Pages 7-14; 15-25; 26-43.<br>Guest Speaker: child development specialist.<br>Handout #25 "The Problems I'm Having With My Child."<br>Handout #26 "My Discipline Practices." | 1. Have students complete Handout #25 "The Problems I'm Having With My Child." Compare the identified problems with Handout #24 "Ages and Stages of Expected Preschool Child Behavior."<br>Discuss: How many of the behaviors are expected and normal for the age of the child?<br>Have students complete Handout #26 "My Discipline Practices" and put it aside.<br>2. Define: assertive discipline - a corrective action designed to help teach children more appropriate behavior. Discuss: Discipline does not mean hitting or spanking the children. Discuss: Planning to:<br>1. Communicate so that your children will listen.<br>2. Back up your words with actions.<br>3. Take charge and lay down the law.<br>3. Discuss: Ineffective responses to children's behavior:<br>1. Questions that cannot be answered. Example: "What am I going to do with you?"<br>2. Begging. Example: "Please try to behave."<br>3. Threatening. Example: "Next time you do that you're in trouble."<br>4. Verbal put downs. Example: "You are a terrible child."<br>5. Unrealistic threats. Example: "If you do that again you will wish you didn't live here."<br>6. Overly severe punishment. Example: "You're grounded for life."<br>7. Physical responses that only release your anger. Example: Screaming or throwing things or ineffective responses that do not clearly state what the parents want the child to do. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 2.C. Understanding and planning to change behavior problems. (continued.) | Student will select areas where behavior problems are a concern and plan how to cope with behavior. | Harper & Row:<br>"Assertive Discipline For Parents." Pages 7-14; 15-25; 26-43.<br>Kentucky Network Inc:<br>"How To Talk So Children Will Listen."<br>American Guidance Service:<br>"Parenting Young Children."<br>Morning Glory Press:<br>"Do I Have A Daddy."<br>"Assertive Discipline For Parents" Pages 106, 108.<br>Pages 113-118.<br>Appendix 2 Worksheets. | 5. Discuss: Backing up words with actions. Use guidelines in "Assertive Discipline for Parents." Pages 27-43. Guidelines are:<br>1. Consequences must be something that children do not like but are not physically or mentally harmful. Example: Separation into a non-stimulating "boring" situation: sitting alone.<br>2. Consequences must be related to misbehavior. Example: A five-year old splashes water and makes a mess while taking a bath. Consequences of misbehavior are that he/she is required to clean up the bathroom. Consequences should be provided as a choice. Example: "If you choose to splash water all over the bathroom, then you also choose to have to clean it up." The consequence must be provided every time the child misbehaves.<br>If the consequences do not work, change the consequences.<br>6. Define two types of misbehavior: a) minor misbehavior - annoying, run of the mill misbehavior such as not doing chores; periodic attention getting outbursts; and sibling rivalry.<br>b) serious misbehavior - those behaviors that severely challenge parental authority; that are dangerous; self destructive; or threaten the well-being of the family unit.<br>Use page 108. "Disciplinary consequences for serious behavior. Discuss: These are serious misbehaviors and consequences must be chosen for their appropriateness to the child's actions.<br>7. Review Handout #25 "Problems I'm having with my child" Ask: "Which of those behaviors could be considered minor problem? What consequences would be appropriate? How will you assert yourself and take charge of your child's behavior?"<br>Have students brainstorm about how to deal with specific misbehavior committed by his/her child.<br>Discuss: What to say when your child asks "Do I Have A Daddy?" Use book to read to the child.<br>8. Discuss: Some of the child's behaviors are good and need to be reinforced. Examples: child cleans up dirty clothes; child comes home on time; child is quiet when you are talking. Ask: "How would you reward these behaviors?" The child should be recognized for the appropriate behavior. Have students decide how they will reward the child for appropriate behavior. |
| | | "Assertive Discipline For Parents."<br>Appendix 2 Worksheets. | 9. Use the discipline plan worksheet to plan which two behaviors of your child must be changed. Discuss with another adult family member which disciplinary consequences to use.<br>10. Use the positive reinforcement worksheet and have students sit down with their children and ask what he/she would consider rewards, or what activities he/she like to do. This form is to be filled out for future use in rewarding good behavior. Update the form periodically as the child's interests change. |
| | | Handout #27 "Assertive Discipline For Parents - An Overview." | 11. Use Handout #27 "Assertive Discipline for Parents-An Overview" as a review for this unit. Discuss selected topics as appropriate. |

Subject Area: Home Life Issues

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| 2.D. Choosing appropriate toys and games. | Student will select age specific games and toys for his/her child. | Handout #24 "Ages and Stages of Expected Behavior of a Preschool Child."<br>New Readers Press: "Learning Games for Infants and Toddlers." | 1. Ask: "What kind of games do you plan with your child?" Discuss answers given. Suggested discussion questions are: "Why do you play that game? What stage of development is your child in currently. Is that an appropriate game? If so, why. If not, why? What are other types of games or activities?"<br>2. Selection of toys can be critical. Ask: Why do you buy certain types of toys for your child?" Answers expected are: "They like to play with that type of toy. I want them to learn to play with that toy. I liked that type of toy when I was their age."<br>3. Demonstrate inappropriate toys for very young children. Examples: those toys with small parts; heating toys; toys firing projectiles; or very heavy items.<br>Explain the dangers of certain toys. Try to find a list of appropriate types of toys for various ages of children. The local university pre-school education department may have a list of suggestions.<br>4. Take a class trip to a large toy store. Discuss: Which toys would be appropriate for what age child and why. Look for toys parents can play along with the child such as dolls or cars and trucks or games. |
| 2.E. Selecting child care. | Student will use checklist to determine important issues to consider in the selection of a child care provider. | Contemporary Books: "Ready To Work." Pages 86-87.<br>Pennsylvania Commission for Women: "A Day Care Checklist."<br>Guest Speaker: A child care provider.<br>Contemporary Books: "Work-Wise." Pages 86-88. | 1. Ask: "Where would you take your child for daycare while you work?"<br>Discuss 3 basic types of child care:<br>a) Care in child's home. A babysitter comes into your house to stay with the child.<br>Advantage: Child is in familiar surroundings.<br>Disadvantage: May have to provide transportation. Having a stranger in your home among your personal possessions.<br>b) Family child care. Child is taken to child care providers home every day.<br>Advantage: May have other children there as companions.<br>Disadvantage: Must leave early enough to drop off child as well as to pick up child. Child is away from familiar surroundings at first.<br>c) Child care center. A center with trained adults located at place of employment or nearby where the child is taken to spend the day.<br>Advantage: A trained staff meeting health and adequate staff requirements.<br>Disadvantage: Some centers are overcrowded and unpleasant for children.<br>2. Use "A Day Care Checklist." Have students select several day care facilities where they might place their child. Use the checklist and answer each of the questions by calling or visiting the center.<br>Ask: "Are there any concerns you would have in selecting a child care place for your child? If so, what?"<br>3. Have students select a day care place for his/her child and explain why the place was chosen.<br>4. Have a child care provider visit and discuss the child care available at his/her location. Visit a day care center, if possible and observe the daily activities.<br>5. Find out what after school care is available for the school-aged child. Have someone as a guest speaker from this type of center. Discuss: Similarities and differences from other centers. |

## Subject Area: Home Life Issues

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| 2F Managing your child. | Student will discuss his/her responsibilities for the care of his/her child. | Morning Glory Press:<br>"Your Pregnancy & Newborn Journey."<br>"Discipline From Birth To Three." | 1. Discuss: Father's rights to the baby. Discuss: How do you deal with his parents wanting to visit with the baby. How will you deal with these issues? Can you arrange a visitation time that suits everyone?<br>2. Discuss: Dealing with dating issues. Should you tell your date about your child right away or wait until a later time. Have class discuss which might be the best approach based on others experience.<br>3. Discuss: Who cares for the child if you are living at your parents home? Do you take full care of the child if he/she cries, is hungry, needs to be bathed? Does your mother assume most of the care of the child even if you are at home? What problems result from this? How could you deal with these problems?<br>4. Discuss: You are living at your parents or his parents home. You have your own way of caring for and disciplining your child. However, your parents or his parents disagree. Discuss: What are some ways of dealing with this problem.<br>5. Discuss: How do you manage "burnout"? Burnout is when child care responsibilities and school or work become so stressful that you find yourself angry and upset most of the time. Discuss: Alternative ways to get rid of stress: try to get child care so you can spend some time away from the child; selecting games you can play together with your child that can help relieve stress; budgeting your time so that you don't plan to do more than you can accomplish.<br>6. Planning for your future together. Discuss: What type of a future do you plan for you and your child?<br>a) Will you marry? If so, will your partner accept your child?<br>b) Will you continue your education? If so, what are some schools you might like to attend? How will your child be cared for while you are at school?<br>c) Will you find a job and get your own apartment together with your child? What plans can you make now to accomplish this.<br>d) Write down your future plans for you and your child. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
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| 3. Managing your money. | Student will set up a budget and discuss advantages and disadvantages of using credit. | Contemporary Books:<br>"Lifescenes/Life Skills"<br>Pages 37-41.<br>Sunburst software:<br>"Managing Life Styles"<br>Learning Seed software:<br>"How To Read Ad Claims."<br>"How To Handle A Checking Account.<br>"The Crystal Ball."<br>"The Grocery Games."<br>"Understanding Food Labels."<br>"Fast Food Microguide"<br>Lawrence-MCE software:<br>"Buyer Beware."<br>"Insurance: Sorting It All Out."<br>"Advertising: How It Affects You."<br>"Living Alone."<br>"Understanding Contracts."<br>Job World software:<br>"Making A Budget."<br>"Living With Your Paycheck."<br><br>Contemporary Books:<br>"Work-Wise." Pages 86-88.<br>Handout #28 "Using Credit." | 1. Discuss: The purpose of a budget. Define: budget - A budget is a plan showing how people plan to spend their money. All budgets must include money for basics such as food, housing, clothes, and transportation. It is a tool to help control your money.<br>2. Have students develop a budget for themselves. Have them use their income, expenses, such rent, utilities, transportation, food and clothing. Use "Lifescenes/Life Skills" pages 37-41 as a model.<br>3. Use "Work-Wise" pages 86-88. Discuss: Categories of a budget.<br>Define: fixed expenses - those expenses paid every month such as rent, utilities.<br>variable expenses - occasional expenses such as car insurance or clothing.<br>spending money - reserved for day-to-day expenses such as gasoline for car, entertainment, lunch or vending machine snacks.<br>4.A. Discuss: Using credit to purchase large items such as automobiles, houses, and furniture. There are 3 ways of obtaining credit:<br>Loan: money borrowed from a bank, finance agency, credit union or relative. Payments include interest.<br>Credit card: items purchased are charged and then paid either in set amounts each month or total balance the next month after purchase. Balance can include interest if payments are less than total balance.<br>Finance through the seller: the store or dealer arranges financing through a bank or other lending agency. Payments include interest.<br>B. Discuss: Disadvantages of using credit to purchase items:<br>1) Increase amount of fixed expenses that must be paid every month.<br>2) Payments may be too high to fit the budget.<br>3) Failure to repay on schedule may result in late charges and a bad credit rating.<br>Define: credit rating - a credit history of your loans and payments. Paying late will make it difficult to obtain credit in the future.<br>C. Have students complete practice problems on page 88. Discuss the answers.<br>Ask: "What could you do if you are having problems making payments?"<br>Suggested answers: "Contact credit company and make arrangements to make smaller payments over a longer period of time. Pay only interest one month and then make regular payments afterwards. Not buy things on credit. Get a second job to pay off high debts and give up using credit cards. Contact a credit counselor who could discuss how to manage the payments Have your paycheck go to the counselor who would make all your payments and give you a set amount of spending money".<br>D. Complete Handout #28 "Using Credit." Discuss answers. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 4. Understanding factors to consider when renting a place to live. | Student will select a place to live that meets income and family suitability criteria as defined in Handout #29 "Apartment Rental." | Contemporary Books:<br>"Lifescenes/Life Skills."<br>Pages 47-59.<br>Job World software:<br>"Living Alone."<br>Handout #29<br>"Apartment Rental." | 1. Use the individual budgets developed by the students. Have the students discuss how much he/she could pay for rent including heat; gas; and electricity. Have a guest speaker from the electric/gas company to discuss how much an average utility bill could be. Or: Use handouts from these places which give the same information on average costs.<br>2. Have student list things that are needed by him/her in an apartment.<br>Examples:<br>Numbers and sizes of rooms. Size of rooms to fit special pieces of furniture; storage of baby carriages or toys; cable television; inexpensive rent; play area for children; nice neighbors; pets accepted; or other things.<br>3. Use the classified section of the newspaper. Have student select apartments or houses that are within the student's budget range. Use Handout #29 "Apartment Rental" to compare apartments. Write answers on page 49 "Practice Problems Worksheet" in "Lifescenes/Life Skills."<br>4. Use page 48 and have student select the factors of importance to him/her.<br>Paste the classified ads selected as indicated on page 49. Fill in the answers to the selected factors of importance. Then compare the various apartments in terms of how well the needs of the student would be met. If additional information is needed, have student contact landlord.<br>5. Visit several apartments with the class and discuss with the landlord, if possible, what is included in the rent.<br>6.If a student will actually be selecting an apartment, have him/her discuss the selection process. Student may choose to tell which apartment was selected and why.<br>7. Ask: "What other ways could you find out about available apartments, other than newspaper ads. Suggested answers: "Bulletin boards at various community places. Recommendations of friends or relatives. Neighbors moving out. Signs or other indications of vacancies."<br>8. Use "Lifescenes/Life Skills," page 42-46 "Applying for governmental assistance" as needed. |
| 5. Understanding a lease. | Student will understand the conditions of a lease. | Contemporary Books:<br>"Lifescenes/Life Skills."<br>Pages 50-54. | 1. Define: Lease - contract between landlord and tenant. Sublease: an agreement between original tenant and a new tenant who takes over the apartment for the remainder of the lease. Premises - place being rented. Liable - responsible for damages. Negligence - not taking proper care. Breach - action that breaks a contract.<br>2. Discuss: Signing a lease is a legal promise to pay a certain amount of money at a specific time, and a promise to behave in certain ways. Example: tenant may have to shovel snow off sidewalks or stairs; be quiet at certain hours; not have pets; keep apartment clean. If you know you cannot do some of these things [shovel snow, or you have pets] do not sign the lease. Choose another place.<br>3. Use discussion questions page 51. Discuss: The apartment lease on page 53. The questions request information about parts of the lease: notice to move requirements; security deposit; and what are considered violations of the lease.<br>4. Discuss: The meaning and purpose of a security deposit. Ask: "How will you pay this amount?" |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 6. Starting utilities. | Student will find out what is required and where to go to start utilities; whether a deposit is required; and location of meters or tanks on property. | Contemporary Books: "Lifescenes/Life Skills" Pages 55-59.<br>Handout #30 "Starting Utilities." | 1. If a student is looking for a place to rent, have him/her complete this exercise for his/her apartment when the apartment is rented. If the student already has a place to live, have him/her use the current location. Answer the questions on Handout #30.<br>2. Have students estimate his/her first month utility bills. Ask: "Will you need to fill a gas or oil tank? How much will you pay?" |
| 7. Comparing grocery prices. | Student will compare prices among various grocery stores and determine which store to shop at and tell why. | Contemporary Books: "Lifescenes/Life Skills." Pages 62-65.<br>Learning Seed software: "Grocery Games." "Understanding Food Labels."<br>Sunburst software: "Managing Life Styles."<br>Learning Seed Video Tape: "Supermarket Persuasion: How Food is Merchandised."<br>Handout #31 "Grocery Comparison Shopping List." | 1. Have students prepare a grocery list being specific as to product size.<br>2. Define: unit price - the price per unit of measure of an item. Example: per ounce or cup. Use table of weights and measures [page 64] or dictionary [look up "measurement"]. Define: ounces/pounds [oz., lb.] is a weight measurement; fluid ounces [fl.oz.] is a liquid measurement. Example: Sixteen fluid ounces equals 2 cups. A pint is 2 cups or 16 fluid ounces [fl.oz.] Two pints equal one quart [qt] or 32 fluid ounces. Four quarts equals 1 gallon [gal.] or 128 fl.oz. One half gallon equals 2 quarts or 64 fl. oz. Have students practice converting various quantities to ounces, fluid ounces, cups, pints, etc. for easy comparison.<br>3. Discuss: What amounts of food are normally used in your home? Example: How much bread would you eat in a week? 1 loaf, 1/2 loaf? How does this affect how much you will buy?<br>4. Have students comparison shop [by themselves] for prices on various items. Use sale flyers or other ads. Determine which store has the most bargains that week. Discuss: Is it a good idea, in order to buy an item at the cheapest price, to travel to several stores buying one or two items each? Ask: "What do you consider when deciding where to purchase some items?"<br>5. Do practice problems on page 64 and 65. |
| 8. Buying a used car. | Student will examine a used car using a check list. Then, evaluate a car for potential problems and describe these problems. | Contemporary Books: "Lifescenes/Life Skills." Pages 110-113. "Buying a car."<br>Handout #32 "Used Car Checklist."<br>Guest Speaker: Auto mechanic. | 1. Ask: "How do you decide which car you should purchase?" Discuss student's answers. Explain that prices alone may not show which car is the best selection.<br>2. Use Handout #32 "Used Car Checklist." Observe the overall condition of the car. Look at cleanliness; condition of upholstery; mileage on odometer; condition of interior.<br>3. Discuss: Spot-checking certain areas. Check transmission fluid for color which may indicate damage. Check oil and condition of engine [oil covered or with signs of oil or other leakage.] Check age of battery.<br>4. Have an auto mechanic as a guest speaker to discuss how to select a used car. Visit a used car lot and use Handout #32 "Used Car Checklist" to compare cars. |

## Subject Area: Home Life Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 9. Buying car insurance. | Student will define types of insurance and select appropriate car insurance. | Workplace Literacy software: "Insurance: sorting it all out." Contemporary Books: "Lifescenes/Life Skills." Pages 114-117.<br>Guest speaker: Independent car insurance agent. [one who represents several companies]. | 1. Use computer software.<br>2. Define: bodily injury liability - responsibility to pay the cost of damage to another person's property.<br>medical payments - cost of medical treatment for you or other passengers in your car.<br>uninsured motorists protection - insurance for injuries caused by a driver who has no insurance.<br>collision insurance - covers cost of repairing your car if it is damaged in an accident regardless of who was at fault.<br>comprehensive insurance - pays the cost of damages that do not result from a collision with another car. Example: your car is hit by a falling tree.<br>3. Have guest speaker discuss various types of auto insurance and what are the required types of insurance and the limits of coverage. Use a typical car and pretend to buy insurance for the car. Find out what the insurance will cover and the cost. Ask the insurance agent to define "no fault insurance."<br>4. Have students compare insurance coverage for a car using different companies. What are the major differences? Discuss: Is cost of insurance always the most important consideration? How would the different insurance companies require payment? What would happen if an insurance company refused to sell you insurance? |

Subject Area: The World And Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1.Understanding non-traditional careers. | Student will decide whether or not to seek a non-traditional career and give reasons for decision. | Job World software:<br>"Life and Career Planning: The Future is Yours."<br>"Values and the Work Ethic."<br>Workplace Literacy software:<br>"Self-Evaluation Series."<br>Handout #33 "Role Expectations."<br>Handout #34 "Women and Non-Traditional Work."<br>Handout #35 "Women and Men in the Paid Work force." | 1.Use software.<br>2. Use Handout # 33 "Role Expectations" as a means of introducing sex-role expectations and limitations. Give students 2 copies of Handout #33. Have students fill out the first form as follows:<br>1) As other people [family, friends, neighbors] think you should act.<br>Use Handout #34 "Women and Non-traditional Work" Discuss: Differences in wages in occupations normally held by men. Think about various jobs for which they might have skills and interest. Write down the skills he/she may have for a job that is currently held by opposite sex.<br>Have students fill out the second copy of Handout #33 "Role Expectations" as follows:<br>2) As he/she wants or thinks his/her role should be. Do not discuss at this time.<br>3. Read Handout # 35 "Women and Men in the Paid Work Force." Discuss: How times have changed over a period of time with regard to role expectations. Their parents may have done things in a traditional way: women cooked and did housework; men took care of mechanical repairs etc. Ask: "Do women now appear on home repair programs doing various jobs?" [Example: "Home Time" on Public Broadcasting System]. Discuss: Changing roles within families and why this may be happening.<br>4. Use previously completed copies of Handout #33 "Role Expectations." [copy #1 as society says you should be; and copy #2 as you say you are or want to be] Ask: "Are the roles different? If so, in what way? In which role are you the most comfortable and the most happy: #1 as society demands; or #2 as you desire?" |
|  |  | Guest speaker: a person who holds a non-traditional job.<br>Handout #38 "Non-Traditional Job Bias: Questions for Discussion."<br>Handout #36 "Focus: Changing Attitudes." | 5. Use software: "Values and the Work Ethic" to find career interest and individual student values.<br>6. Have a person who is holding a non-traditional job as a guest speaker. Discuss: The problems encountered as well as the advantages of this job. Use Handout #38 "Non-Traditional Job Bias: Questions for Discussion." Have guest speaker tell how he/she would answer them.<br>7. Use Handout #36 "Changing Attitudes." Use discussion questions and class exercises.<br>8. Discuss: Dealing with biased attitudes on the job. Ask: "What are some of the comments you might hear from people who have a biased attitude about certain jobs?" Example: nurses are women; or truck drivers are men. Discuss: Ways of dealing with biased attitudes on the job or with family and friends. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding non-traditional careers.<br>(continued) | Student will decide whether or not to seek a non-traditional career and give reasons for decisions. | Handout #37 "Tokenism." | 9. Dealing with "being the token person" Use Handout #37 "Tokenism." Discuss: The atmosphere likely to be found on a job where employees have biased attitudes about jobs.<br>The following are examples of what to expect:<br>a) Testing: This occurs with all newcomers to a group, but is especially difficult for the opposite sex newcomer who is often tested longer.<br>b) Visibility: High visibility in everything done and everything said becoming public information. This brings high performance pressure to do perfect work which could lead to resentment by co-workers.<br>c) Contrast: The opposite sex will begin to discuss subjects unique to themselves in the presence of the newcomer. Examples: men will discuss sports; drinking; masculine prowess; jokes; etc. Women will discuss childbirth; cooking; children; clothing, etc.<br>Expectation is that the newcomer will turn against his/her own sex and join in the new conversations as part of the group.<br>d) Role distortions: The characteristics of various roles are often distorted by the newcomer in order to fit in. Read the role distortions in Handout #37 "Tokenism." The distortions by the newcomer are: 1) mother-father role which is seen as constantly helping fix or repair things is distorted by the newcomer into a role of only helping with problems.<br>2) seducter/seductress role which has an element of sexual competition and jealousy is distorted by the newcomer. Flirting or other forms of alliances are used to develop a "protector" who is usually a high status person of the opposite sex from the newcomer. The "protector" prevents the newcomer from receiving any type of criticism about job performance and assists in getting preferred jobs for the newcomer. This treatment is resented by others.<br>3) the pet role: which is seen as a cute mascot, whose competence surprises people. The newcomer distorts this as a result of the "protector" who prevents normal job criticism from occurring. This prevents true competence from being seen.<br>4) iron maiden/man role: which is a virgin aunt or uncle or other untouchable type who refuses to be categorized into the first 3 roles and who insists on being treated as an equal. This person is seen as tough; frigid; dangerous; and viewed with suspicion. The newcomer in this role is treated politely but isolated from close interaction and is the last to hear about events or meetings at work. Work performance is ignored, or seen as not important and the most unpleasant task are assigned to this role.<br>In order to prevent assignment to one of the above roles, it is necessary to be constantly aware and try not to be stereotyped. Keep the communication lines open to prevent isolation. Support groups can assist with the assimiliation process and should be encouraged. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding non-traditional careers.<br>(continued) | Student will decide whether or not to seek a non-traditional career and give reasons. | Handout #38 "Non-Traditional Job Bias: Questions for Discussion." | 9. Use Handout #38 "Non-Traditional Job Bias - Questions for Discussion". Have students choose a non-traditional career and answer questions as though they were employed in this job.<br>10. Use software programs on training and interview skills.<br>11. Set up non-traditional support groups to meet on a regular basis and discuss any problems a person in a non-traditional career may encounter. Support group can be continuously maintained with the membership changing and as necessary. |
| 2. Understanding health issues. | Student will give prevention techniques when given a simulation health issue. | Substance Abuse software:<br>"Understanding Aids."<br>"Alcohol: education simulation."<br>"Drug Abuse Learning Environment."<br>Aquarius software:<br>"First Aid/Safety."<br>Guest speaker: Red Cross CPR Instructor. | 1. Use computer software.<br>2. Discuss: How can your health be an important part of your job? Ask: "What happens if you are absent from work?" [answer: "Other people have to do your job; the employer may fire you after repeated absences".]<br>Ask: "How can what you do during the time away from work affect your job?"<br>3. Discuss:<br>A) Effects of drug/alcohol use on your job.<br>a) safety concerns: yours and others.<br>b) health problems.<br>c) inability to do your job.<br>B) Effects of smoking on your job.<br>a) your health.<br>b) body odor.<br>c) health effects on co-workers.<br>d) employee restrictions.<br>4. Have guest speaker teach life saving techniques. Include basic first aid techniques and cardiopulmonary resuscitation [CPR] |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3.A. Understanding contracts. | Student will define what a contract means and give correct answers to two situational questions. | Educational Design:<br>"You and the Law."<br>Pages 54-71.<br>MCE software:<br>"Understanding Contracts." | 1. Have students use software.<br>2. Use pages 54-55 and read the sample contract.<br>3. Translate the paragraphs A through I in the contract so that the student understands what is meant by each paragraph and what rights and responsibilities are his/hers as the the applicant; and what rights and responsibilities belong to the seller or the other party in the contract.<br>4. Have students answer the questions on pages 57; 59; 61; 63; 65; 68; and 71.<br>5 Discuss:<br>1) Why should you never sign a contract with blank spaces?<br>2) What should you do if you do not understand the contract?<br>3) Do you need a copy of the contract?<br>4) What information needs to be included in a contract? |
| 3.B. Understanding credit. | Student will discuss what to do if he/she is unable to make payments on a credit account. | MCE software:<br>"Credit: first steps."<br>Educational Design:<br>"You and the Law."<br>Pages 74-77. | 1. Use software.<br>2. Define: repossession - seller taking bask merchandise sold to you because of unpaid amounts.<br>Garnishment - legal permission to take bank accounts or property to pay off debts.<br>3. Discuss: What should you do if you purchase something and the following happens:<br>1) You think you paid too much money. [Talk to store.]<br>2) You lose your job and can't make the payments. [Contact seller and make arrangements to pay]<br>3) The merchandise delivered is not what you ordered. [See store first, then lawyer if no agreement] |
| 3.C. Understanding what laws are involved in owning a car; driving a car; and dealing with accidents. | Student will discuss: how to get a driver's license, what insurance coverage and inspection is required and what to do in case of an accident. | Educational Design:<br>"You and the Law."<br>Pages 89-103.<br>MCE software:<br>"Insurance: Sorting it all out."<br>Job World software:<br>"Buying a Car."<br>Guest Speakers:<br>Auto insurance agent;<br>state trooper; or local police. | 1. Use software.<br>2. Use page 90-100. Discuss: learners permits; license requirements; traffic tickets; vehicular crimes. Ask: "What is required for state auto inspection?"<br>3. Have state police discuss traffic violations: speeding; passing school bus; driving under influence; and other violations that can affect your driving record. Discuss: What are the penalties? What do you do incase of an accident?<br>4. Discuss: Requirements in Pennsylvania to buy and register a car. [car must meet legal mechanical standard (state inspection); and adequate insurance coverage must be carried.]<br>5. Have auto insurance broker discuss various types of car insurance coverage:<br>medical coverage; collision coverage; comprehensive coverage; uninsured motorist coverage. |

## Subject Area: The Work and Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3.D. Understanding a lease for an apartment or house. | Student will discuss how to read a lease and state what are the responsibilities of a tenant. | Job World software: "Renting an Apartment."<br>Educational Design: "You and the Law." Pages 105-115.<br>Samples of apartment leases from various local apartments. | 1. Have student use software.<br>2. Use pages 105-115 "You and the Law." Discuss parts of the lease shown on page 106.<br>3. Complete questions on pages 107; 109; 111; 113; and 115.<br>4. Discuss:<br>a) Special sections of the lease such as security deposit and renewal clauses.<br>b) The landlord's duties and the tenants' duties in lease on page 106.<br>c) What could cause a tenant to be evicted? |

Module Nine First Step

**Subject Area: Literacy Level Life Skills**

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1.Caring for Baby | Student will demonstrate how to feed, diaper, bathe, play games, and prepare baby for a nap. | J. Weston Walch: "Practical Parenting" Pages 13-25: under age 1 pages 26-37 Age: 1 to 3 years | 1. Use the section of the book that matches the age of the student's child. Since these students may be unable to read, use the text book as a guide and demonstrate the techniques using a doll or the student's child if appropriate.<br>2. Have each student practice doing each of the tasks: feeding, bathing, playing, dressing. |
| 2. Choosing appropriate foods for baby. | Student will select foods that are nutritious and appropriate for the age of the child. | Guest Speaker: Nutritionist "Practical Parenting" Pages 39-70.<br>Handout #1 "Feeding Your Toddler" | 1. Have a Nutritionist as a guest speaker. Discuss choosing foods for babies and toddlers. Have students prepare a list of appropriate foods for their baby or toddler. Have students select a food to prepare and feed to their child and talk about the reaction of the baby to the food.<br>2. Discuss what foods and clothing might not be good for children and why. |
| 3. Choosing appropriate toys for baby. | Student will select toys that are appropriate for the age of the child. | "Practical Parenting" Pages 99-112 | 1. Develop a toy library for students to borrow toys for several weeks. Have students demonstrate how to play with their child using these toys.<br>2. Discuss and demonstrate how to make simple toys using items found around the house such as plastic containers, plastic utensils, sock puppets, and sock toys.<br>3. Have students make a cloth book for their child using fabric crayons on white or light colored cotton sheeting. Follow directions on the fabric crayons. Fabric crayons can be purchased in JoAnn's Fabric Shops or other similar yard goods store. |
| 4. Choosing appropriate guidance for baby | Student will demonstrate appropriate behavioral guidance for various behaviors | "Practical Parenting" Pages 71-97 | 1. Using the book, select appropriate exercises and demonstrate the basics of effective guidance. Use page 71-73 "Basics of Effective Guidance" as a guide. Explain each of the suggestions in simple terms. |

Subject Area: Literacy Level Life Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding development rates of children | Student will describe the age when baby will do certain activities. | "Practical Parenting"<br>Pages: 100, 113-114, 125-126<br>New Readers Press<br>"A Good Beginning"<br>"As A Child Grows" | 1. Select the appropriate age skill development from the charts in the book. Read the chart to the student. OR: rewrite the chart using pictures to demonstrate the various skills. Use a picture of an appropriate-aged baby doing the various skills. Baby magazines and ads are good sources of pictures.<br>2. Discuss how knowing what the baby is capable of doing will influence how the parent treats the child.<br>3. Use "A Good Beginning" (written at literacy level) and have students select the appropriate age group for their child and talk about how to use the materials with their children. |
| 2. Selecting day care. | Student will be able to discuss the type of day care desired. | "Practical Parenting"<br>Page 141-146 | 1. Discuss the different types of day care: relatives, day care home with several other children, day care center with many other children.<br>2. Visit the different types of day care facilities.<br>3. Ask students to think what steps they would follow in considering what type of day care to use. Write these steps on a chalk board or easel pad and discuss them. Consider: price, availability of care, time, location, numbers of other children there, care for sick children.<br>4. Use activity on page 142 and have student discuss each of the descriptions indicating yes or no for each. |

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Caring for the home | Student will describe how to clean 2 areas of the home. | Cambridge Home Economics: "Is There Life After Housework?" video tape [90 minute]<br>Handout #2 "Caring for Your Home" | 1. Have students view sections video tape: After Is There Life After Housework?" [90 minute tape time] The tape is divided into sections describing how to clean and organize specific rooms in the home. Use each section of the tape as appropriate.<br>2. Discuss how to set up storage in the kitchen to make it easier to put away dishes, glasses, pots, etc.<br>3. Discuss how to store foods in the kitchen to prevent spoiling.<br>4. Bring some women's magazines that display inexpensive ways of storing items and organizing various rooms in the home. Have the students look at the pictures and pick out several ideas to try.<br>5. Discuss creative ways to:<br>• store children's clothing: [use dishpans on a shelf]<br>• store cleaning items such as cleanser and bleach. [These need to be kept away from small children]<br>• make curtains for windows [use snap on rings on bed sheets or terry cloth towels] |
| | | "Quicker Cleaning" video tape [40 minutes] | 1. Have students view tape and discuss the cleaning methods used. Ask: How many of the methods used are new ways of cleaning to you? Why do you think they save time? What ways have you found to clean things faster? |

**Subject Area: Literacy Level Life Skills**

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Doing the laundry | Student will describe how to sort clothing by fabric, stain, color and cleaning method. | Cambridge Home Economics: "Clothing Care" video tape.<br>Handout #3 "Clothing Care" | 1. The video tape demonstrates the following topics:<br>• difference between soap and detergent.<br>• what are pre-soaks, fabric softners, water softners<br>• how to understand the clothing care labels<br>• which clothes can be safely washed in coin operated dry cleaning machines.<br>• differences between chlorine and oxygen-based bleaches<br>2. Have students view the tape. Discuss the topics on the tape. |
| | | Orange Juice Software: "Care for Your Wear" | 1. Students reading at a fifth grade level could use the stain chart contained on disk #2. Over 37 stain removal methods are given. |
| | | Teacher-generated material: Stain-removal chart | OR: Obtain a stain removal chart from a detergent manufacturer and have students bring in clothing to practice removing stains.<br>2. Discuss: How and why to sort clothing before cleaning.<br>3. Ask: How would knowing the special cleaning required of clothing affect your decisions to purchase certain clothes? |
| 2. Caring for the clothing | Student will demonstrate how to sew on a button. | Needle and thread, button<br>Iron-on tape, iron, ironing board<br>Handout #4 "Mending Clothes" | 1. Demonstrate how to sew on a button and repair minor rips and tears using needle and thread or iron on tape.<br>2. Have student practice sewing on a button, or stitching a simple tear.<br>3. Invite a person who sews to demonstrate simple clothing repairs. |

**Subject Area: Literacy Level Life Skills**

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding the need to take care of oneself | Student will discuss what is wellness and why it is important | Steck-Vaughn: "Decisions for Health" Book One. Pages 2-9; 34-63; 64-86.<br>Orange Juice Software: "Nutripody" | 1. Have students read pages 2 to 7. Discuss: What is meant by wellness. Ask: Why is it important to have good health goals? Discuss the exercises on page 8 and 9 as a class.<br>2. Have students read pages 34-40. Do the exercises on pages 41 and 42 either as a class or individually. Discuss: Why is good nutrition important? What foods contain the nutrients your body needs?<br>3. Plan a menu for a day that includes a balanced diet.<br>4. Have students read pages 43 to 46. Ask: Can eating certain foods and not eating other foods keep us healthy?<br>5. Have a guest speaker from Weight-Watchers or other motivational diet group discuss how to safely lose weight.<br>6. Select some low impact aerobics tapes and view parts of these tapes in class. Discuss: "How exercise can improve our health." Have students check with their doctor before beginning an exercise program.<br>7. Have students read pages 64-67. Discuss: Care of skin, hair and nails. Ask: Why should you use a sunscreen when you plan to be out in the hot sun? What could cause an ear infection? |
| 2. Understanding how to give first aid. | Student will describe what to do in 2 emergency situations. | Janus Book Publishers: "HELP! First Steps to First Aid" Pages 1-65 | 1. Have students read each chapter and do the written exercises in each chapter. There are 10 chapters in the book. Allow one class period per chapter. Discuss the answers in class.<br>2. Have a paramedic, nurse, or Red Cross First Aid Instructor as a guest speaker.<br>3. Have the students complete a basic First Aid course. |

## Subject Area: Literacy Level Life Skills

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 3. Understanding how to follow instructions on the prescription label | Student will correctly describe how to take prescribed medicine. | Janus Book Publishers:<br>"Need A Doctor?"<br>Pages 42-47. | 1. Have students read pages 42 to 45. Do the exercises as a class. Discuss: If the prescription label says to take the medicine 4 times per day and you began taking the medicine at 10:00 AM what time should you take it again? How can you keep track of the times?<br>2. Have students draw a clock face. Using crayons or colored markers, mark the first time to take the medicine that day in color A; the next time to take the medicine in Color B, etc. Then check off after each of the colors when you take the medicine.<br>3. Discuss: Why are there sometimes warnings on the prescriptions to take after meals? Why should you never take medicines belonging to other people? |
| 4. Choosing what to do in an emergency. | Student will correctly describe what to do in an emergency scenario | Steck-Vaugh:<br>"Decisions for Health"<br>Book One<br>Pages 88-119<br>Orange Juice Software:<br>"Kitchen Safety-What would you do if..."<br>Handout # 5 "Emergency Supplies" | 1. Use the questions on page 88 in the section: "Have You Ever Wondered?" Discuss: How to protect yourself on the street; making your home a safer place; calling for help in an emergency. Have students use software.<br>2. Have students read pages 97-102 and complete the written exercises on pages 103-104. Discuss answers.<br>3. Have students read pages 105-111. Ask: Has anyone here ever had to handle an emergency? What happened? What did you do? Looking back, was it the correct thing to do? What else could you have done? Why? Have students complete exercises on pages 112-113.<br>4. Ask: What emergency supplies should you have available at your home incase of a natural disaster? Discuss: What are natural disasters? Tornadoes, earthquakes, blizzards, heavy rains. Read pages 117 for answers to |
| 5. Handling stress in the family. | Student will identify stressful situations and describe how to reduce the stress. | Lawrence Productions Software:<br>"Stress and the Young Adult"<br>Steck-Vaugh:<br>"Decisions for Health"<br>Book One. Pages 27-33.<br>Handout #6 "Managing Stress" | 1. Ask: What is stress? [Stress is the way the body responds to physical, emotional, and social demands.] How does the body respond to stress? The body produces adrenaline into the blood to make the heart beat faster and give you extra energy. Too much stress can cause harm.<br>2. Have students read pages 27-31. Ask: What causes stress in your life? What do you do when you are under too much stress?<br>3. Have students make up a list of stress causing problems in their lives. Then try to find solutions to as many of the stress events. |

dule Ten Sex Equity/Nontraditional Occupations

**Subject Area: Sexual Stereotyping Issues**

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Increase awareness of the limitations of sex roles | Student will identify six examples of sexism | Handout #1 "Sexism: Definition and Dynamics"<br>Orange Juice Software: "Sexual Stereotyping" | 1. Define sexism. Give examples of sexism in each of the following areas:<br>work: men only jobs; home: women's work and men's work; society at large: 'real men don't cry';<br>media: ads showing women only cooking, or men only doing mechanical work;<br>personal relationships: men expecting to be waited on by women.<br>2. Discuss the handout definitions and answer any questions. Have students use computer software. |
| | | Handout #2 "Sentence Completion" | 1. Have students complete Handout #2 "Sentence Completion" Discuss the answers as to which answers are sexist and why. Have students discuss why they answered the questions as they did. Strive to increase awareness of the sexist attitudes and behaviors that reinforce stereotypes. |
| | | Handout #3 "Sex Equity Definitions" | 1. Define the terms in Handout #3" Sex Equity Definitions" Have students give examples of the definitions. |
| 2. Explore the limiting effects of societal sex-role expectations | Student will be able to list at least one limiting effect of sex-role stereotyping for each sex | Handout #4 "Did You Know - Boys"<br>Handout #5 "Did You Know - Girls" | 1. Discuss Handouts #4 and #5. Ask: What are the reasons for this behavior or result? What are the results of this teaching for males? and for females? What are the limits set for each sex because of these behaviors? What are your personal experiences with any of these?<br>Ask: Can we do anything to change these attitudes? |
| 3. Increase awareness of how sex roles are learned. | Student will list at least 3 ways boys and girls are stereotyped in magazines. | Handout #6 "Magazines and the Real World" | 1. Bring in magazines and have students read through the ads and then fill out Handout #6. Discuss the various magazines and how each is different in how they treat men and women.<br>2. Have students develop a form to use to check television programs and commercials for the male and female stereotyping. Form should include: Attitudes of others to character; traits [e.g. bossy, joking] character, sex and approximate age; activity being shown; plus any other information the class decides to include. |
| 4. Increase awareness of economic reality for women in the work force. | Student will state 2 facts about the world of work and treatment of women | Handout #7 "Realities of the Work World" | 1. Use Handout #7 "Realities of the Work World" as a reading in class. Have students take turns reading the paragraphs and discuss the meaning of each paragraph after each student reads.<br>Ask: How is the work world changing? Are the changes improvements?<br>2. Have older persons as guest speakers and discuss how the women were treated in the local work world 5 years ago, 10 years ago, and 15 years ago. Ask: What do we as a society need to do to improve treatment of women in the workforce? |

## Subject Area: Non Traditional Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding non-traditional careers. | Student will decide whether or not to seek a non-traditional career and give reasons for decision. | Job World software:<br>"Life and Career Planning: The Future is Yours."<br>"Values and the Work Ethic."<br>Workplace Literacy software:<br>"Self-Evaluation Series."<br>Handout #1 "Role Expectations."<br>Handout #2 "Women and Non-Traditional Work."<br>Handout #3 "Women and Men in the Paid Work force." | 1. Use software.<br>2. Use Handout # 1 "Role Expectations" as a means of introducing sex-role expectations and limitations. Give students 2 copies of Handout #1. Have students fill out the first form as follows:<br>1) As other people [family, friends, neighbors] think you should act.<br>Use Handout #2 "Women and Non-traditional Work." Discuss: Differences in wages in occupations normally held by men. Think about various jobs for which they might have the skills and interest. Write down the skills he/she may have for a job that is currently held by opposite sex.<br>Have students fill out the second copy of Handout #1 "Role Expectations" as follows:<br>2) As he/she wants or thinks his/her role should be. Do not discuss at this time.<br>3. Read Handout # 3 "Women and Men in the Paid Work Force." Discuss: How times have changed over a period of time with regard to role expectations. Their parents may have done things in a traditional way: Women cooked and did housework; men took care of mechanical repairs etc. Ask: Do women now appear on home repair programs doing various jobs. [Example: "Home Time" on Public Broadcasting System]. Discuss: Changing roles within families and why this may be happening.<br>4. Use previously completed copies of Handout #1 "Role Expectations." [copy #1 as society says you should be; and copy #2 as you say you are or want to be] Ask: "Are the roles different? If so, in what way? In which role are you the most comfortable and the most happy: #1 as society demands; or #2 as you desire?" |
| | | Guest speaker: a person who holds a non-traditional job<br>Handout #6 "Non-Traditional Job Bias: Questions for Discussion."<br>Handout #4 "Focus: Changing Attitudes." | 5. Use software: "Values and the Work Ethic" to find career interest and individual student values.<br>6. Have a person who is holding a non-traditional job as a guest speaker. Discuss the problems encountered as well as the advantages of this job. Use Handout #6 "Non-Traditional Job Bias: Questions for Discussion." Have guest speaker tell how he/she would answer them.<br>7. Use Handout #4 "Changing Attitudes." Use discussion questions and class exercises.<br>8. Discuss: Dealing with biased attitudes on the job. Ask: "What are some of the comments you might hear from people who have a biased attitude about certain jobs?" Example: nurses are women; or truck drivers are men. Discuss: Ways of dealing with biased attitudes on the job or with family and friends. |

## Subject Area: Non-Traditional Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding non-traditional careers.<br>(continued) | Student will decide whether or not to seek a non-traditional career and give reasons for decisions. | Handout #5 "Tokenism." | 9. Dealing with "being the token person." Use Handout #5 "Tokenism." Discuss: The atmosphere likely to be found on a job where employees have biased attitudes about jobs.<br>The following are examples of what to expect:<br>a) Testing: This occurs with all newcomers to a group, but is especially difficult for the opposite sex newcomer who is often tested longer.<br>b) Visibility: High visibility in everything done and everything said becoming public information. This brings high performance pressure to do perfect work which could lead to resentment by co-workers.<br>c) Contrast: The opposite sex will begin to discuss subjects unique to themselves in the presence of the newcomer. Examples: men will discuss sports; drinking; masculine prowess; jokes; etc. Women will discuss childbirth; cooking; children; clothing, etc. Expectation is that the newcomer will turn against his/her own sex and join in the new conversations as part of the group.<br>d) Role distortions: The characteristics of various roles are often distorted by the newcomer in order to fit in. Read the role distortions in Handout #37 "Tokenism." The distortions by the newcomer are: 1) mother-father role which is seen as constantly helping fix or repair things is distorted by the newcomer into a role of only helping with problems.<br>2) seducter/seductress role which has an element of sexual competition and jealousy is distorted by the newcomer. Flirting or other forms of alliances are used to develop a "protector" who is usually a high status person of the opposite sex from the newcomer. The "protector" prevents the newcomer from receiving any type of criticism about job performance and assists in getting preferred jobs for the newcomer. This treatment is resented by others.<br>3) the pet role: which is seen as a cute mascot, whose competence surprises people. The newcomer distorts this as a result of the "protector" who prevents normal job criticism from occurring. This prevents true competence from being seen.<br>4) iron maiden/man role: which is a virgin aunt or uncle or other untouchable-type who refuses to be categorized into the first 3 roles and who insists on being treated as an equal. This person is seen as tough; frigid; dangerous; and viewed with suspicion. The newcomer in this role is treated politely but isolated from close interaction and is the last to hear about events or meetings at work. Work performance is ignored, or seen as not important and the most unpleasant task are assigned to this role.<br>In order to prevent assignment to one of the above roles, it is necessary to be constantly aware and try not to be stereotyped. Keep the communication lines open to prevent isolation. Support groups can assist with the assimiliation process and should be encouraged. |

## Subject Area: Non-Traditional Work Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding non-traditional careers.<br>(continued) | Student will decide whether or not to seek a non-traditional career and give reasons. | Handout #6<br>"Non-Traditional Job Bias: Questions for Discussion." | 9. Use Handout #6 "Non-Traditional Job Bias - Questions for Discussion." Have students choose a non-traditional career and answer questions as though they were employed in this job.<br>10. Use software programs on training and interview skills.<br>11. Set up non-traditional support groups to meet on a regular basis and discuss any problems a person in a non-traditional career may encounter. Support group can be continuously maintained with the membership changing and as necessary. |

dule Eleven Civics: Local Government

## Subject Area: Civics - Local Government

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1.Understanding the structure of local government | Student will name the various types of local goverment and explain the differences between them | "Civics-Local Government in Pennsylvania." | 1. Have students read the first section on Local Government. Discuss the differences between governmental levels from township to county, borough, cities. |
| | | "American Government: Freedom, Rights, Responsibilities Steck-Vaughn, 1992. Pages 103-131. | 2. Have students read the pages and do the exercises on pages 111-112;119-120;126-127. Discuss answers. |
| | | Intellectual Software: "American Government" | 1. Have students use software. Five disks describe: Judiciary, federal and state courts and the organization of the government. |
| | | Broderbund Software: "Sim City" | 2. Students can construct a city of their choice and manage every aspect from zoning and budgets to police and fire departments. |
| | | Tom Snyder Productions Software: "Our Town Meeting" | 3. Students, as members of appointed town agencies must propose town projects such as renovating a historical section of town. They compete for the town's available dollars and collaborate to distribute those dollars most effectively. |
| | | "Voting: What's It All About?"<br>Focus Media Software: "And if Re-Elected." | 1. Have students read the section on "Voting." Discuss: registering to vote, primary elections and who can vote and why.<br>2 Use software. |
| | | "American Government: Freedom, Rights, Responsibilities" Pages 164-174.<br>Victoria Learning Systems Software "Real Estate & Sales Tax" | 1. Have students read the section on "Government in Action" Discuss: Paying Taxes: what taxes must be paid?<br>2. Have a Township Supervisor or County Treasurer discuss how taxes are used in the local government.<br>3. Have students use software to calculate real estate taxes and sales taxes. |

## Subject Area: Civics - Local Government

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 2. Understanding the structure of the court system of Pennsylvania | Student will name the various levels of courts in Pennsylvania | "Court System in Pennsylvania" Educational Design, Inc. EDI 372<br>"You And The Law" Pages 8-50. | 1. Have students read the section on Court System. Discuss the levels of courts they are likely to encounter: District Magistrate, Common Pleas.<br>2. Read the pages on "You and The Law. Do exercises at end of each section. |
| | | Intellectual Software:<br>"Our Legal System; Introduction to Criminal Law; Civil Law"<br>"Supreme Court Decision"<br>"Democracy In Action"<br>Pages 87-97<br>Pages 98-106 | 1. Have students use software and discuss the cases presented in "Supreme Court Decision"<br>2. Have students read "Crime and the Law" and complete exercises on pages 94-97. Discuss answers.<br>3. Have students read "Civil Law" and complete exercices on pages 104-106. Discuss answers. |

Module Twelve Laws

## Subject Area: Laws

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding types of laws. | Student will define civil and criminal law and explain difference between them. | Student Handout *"Laws & Legal Issues"*<br>Educational Design Inc EDI 372<br>*"You and the Law"* Pages 14-15<br>Intellectual Software:<br>*"Our Legal System"*<br>*"Introduction to Criminal Law"*<br>*"Civil Law"* | 1.Have student read first section "Laws" in Handout. Discuss what are the different kinds of laws and how each can affect our lives.<br>2. Have students read pages 14-15 and do exercise on page 15. Discuss answers.<br>3. Have students use software.<br>4. If suitable, have students attend a criminal trial.<br>5. Have a jury commissioner discuss how jurors are selected and the duties of jurors. |
|  | Student will discuss the purpose of land use laws. | Educational Design Inc. EDI 372<br>*"You and the Law"*<br>Pages 16-69<br>Intellectual Software:<br>*Introduction to Contracts Law* | 1. Have students read the chapters in *"You and the Law"* Complete exercises at the end of each chapter.<br>Chapter Titles: *Legal Term in Civil and Criminal Law How a Trial Works; The Appeals Process; Criminal Intent and Criminal Negligence; Crimes Against People; Crimes Against Property; Drug Offenses; How the Criminal Law Works; Criminal Punishment; Juvenile Justice; The Rights of an Arrested Person; Tort Law and Contract Law; Intentional Torts and Negligence; How a Civil Lawsuit Works; The Summons; Answering a Summons; What is a Contract;* |
|  |  | Handout: *Land Use Laws*<br>Educational Design Inc. EDI 372<br>*You and the Law*<br>Pages 120-121 | 1. Have a member of the County Planning Commission discuss how land use laws work to provide a safer place to live. Display a zoning map if one exists. Discuss the reasons for a subdivision law.<br>2. Have student read chapter in *"You and the Law"* Complete exercise at end of chapter and discuss answers. |

## Subject Area: Laws: Legal Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding Legal Issues | Student will define differences between divorce and annulment | Student Handout: *Legal Issues: Divorce and Custody*<br>Intellectual Software: *Law and the Family* | 1. Have students read the handout and work on computer software. |
| | | Educational Design Inc. EDI 372 Pages 124-135 | 2. Have students read chapters and do exercises at end of chapters. Chapter titles include: *Getting Married; Legal Rights and Responsibilities in Marriage; Parents and Children; Spouse Abuse; Ending Marriage; Divorce Terms.*<br>3. Have a guest speaker from Legal Services discuss divorce and custody law and when to seek a lawyer.<br>4. Be very careful not to offer legal advice to student especially refrain from encouraging spouse separation or recommending divorce. Student could later blame instructor for giving bad advice. |
| | Student will discuss what to do if a problem with the landlord occurs. | Student Handout: *Legal Issues: Housing and Eviction* | 1.Have student read the handout. |
| | | Educational Design Inc. EDI 372 Pages 106-117 | 2. Have student read chapters in *You and the Law* and complete questions at end of chapters.<br>Chapter Titles include: *Renting with and Without a Lease Special Section in the Lease; The Landlord's Duties and the Tenant's Duties; Eviction; Knowing and Getting Your Rights as a Tenant; Kinds of Housing.* |
| | | Intellectual Software: *Housing Law* | 3. Have student use computer software. |

## Subject Area: Laws: Legal Issues

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Understanding sexual harassment. | Student will define what is sexual harassment and discuss what could be done to stop it. | Student Handout<br>*Sexual Harassment* | 1. Have students read the handout. Ask: "Has this ever happened to you? Are you able to discuss it?" Ask: "Have do they know anyone to which this has occurred? What did they do about it?" |
| 2. Understanding employment rights. | Student will define what is considered overtime and what is equal pay. | Student Handout<br>*Employment Rights* | 1. Have students read the handout. Discuss the various laws that control the workplace. |
| 3. Understanding public benefits. | Student will give several examples of public benefits. | Student Handout<br>*Public Benefits* | 1. Have students read handout and discuss the various of public benefits available.<br>2. Use "Teacher Only" handouts as reference material. |

Step Up

## Subject Area: Advanced Skills-Post High School

| SKILL | ASSESSMENT | MATERIALS | TEACHING STRATEGY & TECHNIQUES |
|---|---|---|---|
| 1. Goal Setting | Student will set long term and short term goals related to additional education. | teacher generated materials<br>Peterson's School Guides OR<br>other sources listing post-high school schools. | 1.Student should have previously determined a potential career goal. Have student use various guides to determine which schools would offer the courses needed to achieve the career goal.<br>2. Have student contact the selected schools to determine the enrollment requirements and deadlines for entrance testing.<br>3. Have student set up a schedule for study time preceding the testing. |
| 2. Improving math skills | Student will increase advanced level math skills. | Computer software:<br>"High School Math" CD ROM<br>"Geometry" | 1. Student will use the appropriate computer software to increase math skills. |
| 3. Improving English skills | Student will increase advanced level English skills. | "Victoria F, Victoria G" literature.<br>"Mastering English Grammar<br>"College-level Reading Comprehension"<br>"Great Literature, Add More Reading Skills"<br>"Reading and Reasoning | 1. Student will use the appropriate computer software to increase English skills. |
| 4. Improving Science skills | Student will increase advanced level science skills | "All about science" | 1. Student will use the appropriate computer software to increase science skills. |
| 5. Improving vocabulary skills | Student will increase advanced level vocabulary skills | "Building Aptitude Tests"<br>"Preparing for Aptitute Tests" | 1. Student will use the appropriate computer software to increase vocabulary skills. |
| 6. Practicing College Placement Exams | Student will demonstrate capability to pass the College Placement Practice Exams. | "800 College Boards" CD ROM<br>"Studyware for the SAT" | 1. Student will use the appropriate computer software to become competent in taking the college entrance exams and SAT exams. |
| 7. Determining what financial aid is needed. | Student will determine the amount of financial aid required, locate sources and send in applications. | Books: "Peterson's Financial Aid"<br>"The Scholarship Book" Prentice Hall. | 1. Student will select various grants and scholarships and apply as appropriate. |